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**T**HERE is a way of conducting educational journalism that is a hinderance, and not a help to

real progress. Fault-finding is not criticism. An intelligent pointing out of what is wrong is a means of progress. Many do not discriminate between the fearless advocacy of sound principles and complaining. What ever is, is not always right. The right must be eliminated from the error by a vigorous application of the truth.

**I**T IS a very comforting thought that within the limits of law we can do what we choose. The President married because he so chose. He had a perfect right to do as he pleased. Intermeddling in personal matters is a fruitful source of trouble. There is a world of comfort in minding our own business in our own way, and it is also quite our duty to say, in emphatic language: "Mind your own business!" This applies to the relations between educational journals as well as between individuals.

**I**F there is any one thing the people, without regard to party, are in favor of, that is the principles of civil service reform. There has been enough of the machine in politics, bossing in city affairs, and dictation in voting matters. No class of the people will be more benefited than the teachers when the practice of civil service shall be generally followed. Incompetent permanency is a curse, but tried and trusted competency should have no fear from intermeddling politicians. It should be impossible to displace a tried and trained teacher except for grave causes.

**A**MONG the inventions of the future is one that will enable a speaker to know when to stop talking. There will be an electric connection between an indicator and each person in the audience. The combined effect of all touches will turn the index on a dial up or down. In that good day public bores will be suppressed, and when a man has something to say he will say it whether it takes five minutes or forty, and when he has nothing to say, he will say nothing, much to the relief of those whom he compels to be his prisoners.

**W**HAT cannot be understood had better be let alone. If a speaker or teacher cannot make his subject interesting and comprehended, he would do well to keep still. There are some who seem not to want to be understood. They affect depth and profundity, but what they say, when stripped of all high words and inverted expressions, is commonplace enough. The obscurity of Carlisle and Emerson is a blemish, not a recommendation. The transparent beauty of Irving's style is the greatest possible ornament to his thoughts. Addison and Goldsmith are models of clearness, and Bunyan will be read to the end of time because common people can understand him. We commend these thoughts to those who read papers and speak at our summer associations.

**"W**HERE are you going?" "For what purpose?" "Whom do you expect to see?" "What do you think of doing?" These are common questions just now. The long of purse in this latitude are saying: "To Topeka only as a resting-place for another jump to Denver, Salt Lake City, San Francisco, the Yellowstone, or the old City of Mexico." They would go to Japan and Corea if it didn't cost too much, and they had time. Thousands are saying, "I must go somewhere, I'm tired of this place where I am. I want to see other faces, eat other food, get on the prairies or the mountains, dive into the ocean, fish in Canada, if I can get bait." This is just right. Woe to the man who is willing to vegetate! Restlessness promotes circulation. Everything is in motion; even the atoms impinge with tremendous molecular force on the sides of their cells. This is life! Vacation life is emigrant.

**H**EALTHY growth must be slow. All rapid development is short-lived. A chicken an hour old knows more than a child of six months' growth. A fungus weighing a hundred pounds may spring up in a night; it would take the trunk of an oak twenty five years to reach the same size. The world has been unnumbered ages in reaching its present condition, and it has now only commenced to fulfill its destiny. Don't be impatient of seeming dullness. If there is healthy growth it is sufficient. It will come to something. Give it time. Keep it growing.

**T**HE higher schools have a direct influence upon the lower, and all improvements in one cannot fail to benefit the other. Pestalozzianism is as applicable to the university professor as to the primary teacher. When the first impetus was given to improved methods by Comenius, Froebel, and Pestalozzi, the lower schools only were reached, but it was soon found that natural methods were even more satisfactory in their results when applied to the study of fishes, Greek translations, and astronomical investigations. Empirical teaching was once all but universal. The book containing the letters was given to the infant with the command, "Learn them." Another book, full of remarks and exceptions, was given to the college lad with the same command, "Learn them." The aim was, "storing the mind with useful knowledge." When Agassiz came to Harvard he astonished the book teachers by bringing his pupils into direct contact with objects. Nature was his book. The book of written and printed pages was made by observers. Agassiz was a pure Pestalozzian; so was Lowell Mason; so, in a measure, was Horace Mann; so, in truth and reality, was David Page; and, in verity and force, so is Col. Parker. Among the universities no other is so truly Pestalozzian as Johns Hopkins. Its laboratories, apparatus, books, everything is for the purpose of use in investigation. Journals of mathematics, philology, history, biology, and chemistry are printed for the purpose of publishing what the students have found out. Investigation is the law of the school. Johns Hopkins will grow, because it is founded on a correct educational principle,—because its basis is upon the rock, "That method of teaching is the best that leads the pupil to investigate for himself."

**T**HERE are a great many things in this world that can be dropped with great benefit. The spelling book is full of words from which letters could be taken with benefit to the patience of tired teachers and dull scholars. Leopard, parliament, nurish, eg, scool, and iland are much better than when encumbered with superfluous letters, as they usually are. The time will come when English words will be pronounced as they are spelt, and it will be a good time. But there are a great many other useless things that can be dropped, with great benefit, besides letters. There's the whip in the school-room, the prize and marking system of class stimulation, the cast-iron school-grading method of promotion, the yearly examination of teachers, the political system of electing school officers. The world is full of things that not only could but should be dropped; the cigarette from the boy's mouth, and the cigar and pipe from his brother's and father's; the wine-glass from the fashionable girl's fingers, and the rum jug from the toper's hands. We could drop out from sight all whisky shops, and be richer and better. The dropping out business could continue profitably until false professors were dropped from church rolls, and corrupt politicians from legislative halls. This dropping-out business has commenced, and will continue until all sham and show shall be sent below, and the genuine and good remain above.



## OUR PLANS AND PROSPECTS.

We are in the midst of a remarkable educational revival. Thought is awakened as never before, and the changes in the near future are to be greater than in the past. The JOURNAL has always been foremost in this contest. It will maintain its place. For more than ten years our pages have been filled with views in advance of the times, but it has lived to see some of them universally recognized, as the rest will be. The day of small things and beginnings has passed, and teachers who ignore the movement in favor of better methods, better pay, and more permanency and professional spirit, will be left in the rear. It is only by keeping abreast with the times we can gain true inspiration for our work. Mr. Kellogg has lived to see many of his views universally respected. The endorsement of his educational plans will soon be complete and universal. The teachers of this country owe him a debt of gratitude they are beginning to recognize and acknowledge.

The departments which have in the past proved so acceptable to our readers will be continued: Editorial, Editorial Notes, Contributed Articles, Educational Articles, Practical School-Room Work, Brief Lesson Plans and Devices, Table Talk, Reading Circles, Things of To-Day, General Exercises, Letters, Questions and Answers, Books, Educational Notes and Personals. Special attention will be given to primary work. Every other week the material for General Exercises will be adapted to the lower grades. This makes up an array of educational aids and helps that will be of great value to all who desire to improve both their philosophy and practice. In the General Exercises will be found a great variety of material, such as Author's Days, Dialogues, Declamations, Recitations, Reproduction Stories, Music, Choice Mottoes, and Outlines for Original Work. No department of the paper in the past has been more popular, and none in the future will be more carefully edited.

Col. Parker's valuable discussions in psychology will be continued. These have attracted much attention from the fact that they contain an entirely new system of mental science. No man in America has studied the mind more thoroughly than Col. Parker, and in these articles he will give the secret of his remarkable success in teaching, as well as the principles underlying his philosophy. It is no exaggeration to say that these articles alone will be worth the price of the paper for a year.

In answer to many earnest requests, the Mind Articles, by Dr. Allen, which appeared last year, will be rewritten and continued through the year, commencing with the second number in September. The subjects discussed will be treated in a manner so simple that any teacher who has not studied mental science will be able fully to understand them. The title of the articles is, "Simple Principles and Facts in Mind Science for Young Teachers."

Reports of actual school-room work will continue to be a feature of our paper in the future as in the past. We have arranged to report at once what Mr. Smith, head teacher of drawing in the Brooklyn schools, is doing, also what Supt. MacMillan's teachers in Utica, N. Y. are about. These reports will appear at once, others will follow during the year.

The valuable articles by Mr. Giffin, of Newark, N. J., will be continued. These have attracted wide attention from their clearness, directness, and practical application.

Our purpose is improvement, and we intend to make the paper far better during the next school year, than during the last. Learning by the past we hope to gather new strength and effectiveness for the future.

The following list of names and subjects contain a few of those from whom our readers may expect to hear during the school year, commencing next September. Many others will contribute to our columns.

Prof. C. F. ADAMS, Worcester, Mass.  
"Cheap Apparatus."  
Hon. J. W. AKERS, Des Moines, Iowa.  
"Absenteeism How Prevented."  
Principal S. G. ALLEN, Rochester, N. Y.  
"How to Teach Geography and History."  
Supt. WM. E. ANDERSON, Milwaukee, Wis.  
"The Work of Teachers Meetings."  
Supt. W. J. BALLARD, Jamaica, N. Y.  
"Physical Training for Boys and Girls."  
Supt. THOMAS M. BALLIET, Reading, Pa.  
"Improved Methods in Geography."  
Principal JARED BARHITE, Saratoga Springs, N. Y.  
"Bad Boys."  
City Supt. BARRINGER, Newark, N. J.  
Supt. DAVID BEATTIE, Troy, N. Y.

Supt. N. L. BISHOP, Norwich, Ct.  
Dr. ALBERT G. BOYDEN, Bridgewater, Mass., State Normal School.  
"Psychology for the Common School Teacher."  
Principal J. D. BARTLEY, Bridgeport, Conn.  
Dr. EDWARD BROOKS, Philadelphia, Pa.  
"The Value of Mathematics as a Mental Developer."  
Hon. LEROY D. BROWN, Columbus, Ohio.  
"Is a County Superintendency Desirable."  
Dr. N. A. CALKINS, New York City.  
"The Grube Method."  
Prof. CHAS. M. CARTER, Boston, Mass.  
"Drawing, Moulding, and Designing in the Public School."  
Supt. CHAS. W. COLE, Albany, N. Y.  
"Recess or no Recess."  
Principal EDWARD CONANT, Randolph, Vt. State Normal School.  
"How to Admit Pupils into Normal Schools."  
Miss CLARA CONWAY, Memphis, Tenn.  
Supt. M. S. CROSBY, Waterbury, Conn.  
Principal E. H. COOK, Potomac, N. Y.  
"Moral Training in Common Schools."  
Hon. EDWARD DANFORTH, Elmira, N. Y.  
Supt. VIRGIL C. DIBBLE, Charleston, S. C.  
"The Education of the Negro."  
Hon. J. W. DICKINSON, Boston, Mass.  
"Industrial Training in the Public Schools."  
Dr. LARKIN DUNTON, Boston, Mass.  
"The Mental Peculiarities of Girls."  
Prof. W. B. DWIGHT, Vassar College, Poughkeepsie, N. Y.  
"Zoology in the Public School."  
Supt. S. T. DUTTON, New Haven, Ct.  
"Manual Training in the Public School."  
City Supt. EDSON, Jersey City, N. J.  
Dr. S. A. ELLIS, City Supt., Rochester, N. Y.  
"The Value and Place of Industrial Education in the Public School."  
Miss S. LAURA ENSIGN, Cedar Falls, Iowa.  
"How to Teach Elementary History."  
Principal ALBERT B. FIPIELD, Eaton School, New Haven, Ct.  
"Geography Teaching."  
Principal JOSEPH R. FRENCH, New Haven, Ct.  
"Manual Training in the Public Schools."  
Hon. JOHN H. FRENCH, Rochester, N. Y.  
"Early Institutes in New York."  
Supt. F. B. GAULT, Pueblo, Colorado.  
"Oral Instruction."  
Principal WM. M. GIFFIN, Newark, N. J.  
"Spelling and Spelling Books."  
Supt. C. W. GOULD, Long Island City, N. Y.  
"School Banks."  
President J. C. GILCHRIST, Cedar Falls, Iowa.  
"Mental Science for Common Teachers."  
Supt. AARON GOVE, Denver, Col.  
"School Air."  
President THOMAS J. GRAY, St. Cloud, Minn.  
Supt. GEORGE GRIFFITH, Lockport, N. Y.  
"Beginning Work in Geography."  
Principal A. B. GUILFORD, Jersey City, N. J.  
Dr. D. B. HAGAR, Salem, Mass. State Normal School.  
"The New England Ideal Teacher."  
Dr. W. N. HAILMAN, La Porte, Ind.  
"The True Spirit of the Kindergarten."  
Prof. G. STANLEY HALL, Baltimore, Md.  
Supt. H. F. HARRINGTON, New Bedford, Mass.  
"The Marking System."  
Supt. H. M. HARRINGTON, Bridgeport, Conn.  
Supt. C. E. HAWKINS, Albany, N. Y.  
"Methods to be Used in a Teacher's Class."  
Rev. Dr. B. A. HINSDALE, Cleveland, O.  
"The Ideal Schoolmaster."  
Hon. J. W. HOLCOMBE, Indianapolis, Ind.  
"School Habits."  
Mr. H. E. HOLT, Boston, Mass.  
"Principles at the Foundation of Musical Education."  
Dr. E. O. HOVEY, High School, Newark, N. J.  
Prof. W. N. HULL, Cedar Falls, Iowa.  
"Can All Teachers Draw? Why?"  
President THOMAS HUNTER, Normal College, New York City.  
"The Value and Methods of Normal Training."  
Prof. C. W. G. HYDE, St. Cloud, Minn.  
"Book-keeping as a Branch of a Common School Course."  
Supt. CHARLES JACOBUS, New Brunswick, N. J.  
"Morality, How Should it be Taught?"  
Supt. J. J. JENNINGS, Bristol, Ct.  
Miss ANNA JOHNSON, New York City.  
"What is Profitable Work for the Primary Schools?"  
JAMES JOHNNOT.  
"Some Principles Which Have Become Established."  
Supt. E. N. JONES, Saratoga Springs, N. Y.  
"Ideal Graded Schools."  
Supt. H. S. JONES, Erie, Pa.  
"Morality or Religion; Which?"  
Hon. D. L. KIEHLE, St. Paul, Minn.  
"Essential Principles of County Supervision."  
Supt. L. R. KLEMM, Hamilton, Ohio.  
"Marking System."  
Miss MARY E. LAING, Brooklyn, N. Y.  
"Frebelism, What is it?"  
City Supt. MACALLISTER, Philadelphia.

Supt. GEORGE A. LITTLEFIELD, Newport, R. I.  
"School Sanitation."  
Principal McCURE, Newark, N. J.  
"Language vs. Grammar."  
Miss MAY MACINTOSH, Hoboken, N. J.  
"The Best Way of Studying Children."  
Supt. JAMES McNAUGHTON, Council Bluffs, Iowa.  
"The New Education in the New West."  
Prof. J. T. McCLEARY, Mankato, Minn., State Normal School.  
"An Ideal Institute."  
Supt. A. McMILLAN, Utica.  
"How Permanency in Teaching can be Secured."  
Supt. A. V. MARBLE, Worcester, Mass.  
"Criticism on the Public School."  
Supt. C. E. MELENEY, Patterson, N. J.  
"The Spelling Book."  
Miss JENNIE B. MERRILL, New York City Normal College.  
"What Training Should a Teacher Receive?"  
Dr. W. J. MILNE, State Normal School, Geneseo, N. Y.  
"The Value of a Classical Education."  
Prof. JAMES M. MILNE, State Normal School, Cortland, N. Y.  
"What is the Normal School Ideal?"  
Dr. WM. A. MOWRY, Boston, Mass.  
"Rational Criticism."  
Hon. M. A. NEWELL, Baltimore, Md.  
"The Professor."  
Principal G. E. NICHOLS, Somerville, Mass.  
"The Educational Value of Singing."  
Hon. B. G. NORTHOPE, Clinton, Ct.  
"The Future of the Colored Race in America."  
Principal N. C. PARSHALL, Rochester, N. Y.  
Hon. J. W. PATTERSON, Concord, N. H.  
"The Ideal New England Public School."  
Dr. J. B. PEASLEE, Cincinnati, Ohio.  
"The Best Means of Promoting the Study of Our Authors."  
Col. PIERCE, Rochester, N. Y.  
Supt. POWELL, Washington, D. C.  
"Language and Grammar in the Lower Grades."  
Institute Conductor, HENRY R. SANFORD, Syracuse, N. Y.  
"The County Superintendency."  
Supt. GEORGE F. SAWYER, Carthage, N. Y.  
"Physics in Public Schools."  
President EDWARD SEARING, Mankato, Minn.  
Prof. T. F. SEWARD, New York City.  
"Elementary Principles of Music."  
Principal EDWARD R. SHAW, Yonkers, N. Y.  
"Practical Work."  
Dr. EDWARD E. SHIEB, Natchitoches, La.  
President IRWIN SHEPARD, State Normal School, Winona, Iowa.  
Principal EDWIN SHEPARD, Newark, N. J.  
"Elementary Principles of Writing."  
Prof. E. D. SHIMER, Jamaica, N. Y.  
Prof. W. A. SHOEMAKER, St. Cloud, Minn.  
"What is a Decimal Fraction?"  
Prof. SOLOMON SIAS, Schoharie, N. Y.  
"An Old Grammatical Grind."  
Mr. H. P. SMITH, Head Drawing Teacher, Brooklyn, N. Y.  
"Drawing in the Public Schools."  
Supt. EDWARD SMITH, Syracuse, N. Y.  
"True and False Methods."  
Miss SMITH, City Normal School, Brooklyn, New York.  
Dr. F. LOUIS SOLDAN, Normal School, St. Louis, Mo.  
"Books and Reading in the School-Room."  
Prof. W. W. SPEER, Normal Park, Ill.  
"An Ideal Paper for School Teachers."  
Dr. J. W. STEARNS, Madison, Wis.  
"A Model Teachers' Institute."  
Supt. R. W. STEVENSON, Columbus, Ohio.  
"Who is an Educated Man?"  
Prof. F. P. VENABLE, Chapel Hill, N. C.  
"Chemistry in the Lower Schools."  
Principal CHARLES H. VERRILL, Franklin, N. Y.  
"New York Academies."  
Supt. EDWARD WAITE, Lansingburgh, N. Y.  
"The Good Superintendent."  
Mr. GEORGE A. WALTON, Agent of State Board of Education, Boston, Mass.  
Dr. ALBERT B. WATKINS, Albany, N. Y.  
"The Value and Methods of Examinations."  
Dr. N. B. WEBSTER, Yonkers, N. Y.  
"Science in the Public Schools."  
Miss S. A. WILCOX, Welch Training School, New Haven, Ct.  
Supt. SHERMAN WILLIAMS, Glens Falls, N. Y.  
Dr. C. M. WOODWARD, St. Louis, Mo.  
"Manual Training in the Ungraded Schools."  
The excursion to Topeka from this city and vicinity will occupy palace cars all the way to Topeka. If any stop is made on the way the cars will be used at night, thus saving hotel expenses. Many are going, many others should go. We ought to take a train of five Pullman cars to Topeka, from New York city. Go to Topeka! Write to this office for information.



## UPHEAVAL AND RECONSTRUCTION.

The educational world is rapidly changing. The question, uppermost in the minds of progressive teachers a few years ago, was *object lessons*. This has been displaced by the deeper one—*methods*. The mind is more studied, the child is investigated, and the meaning of education more fathomed. An all-sided training is demanded. Fictions, fallacies, and falsehoods are being taken out of teaching, and truth is taking its place. Writing will soon be learned by writing, not by the writing-book; spelling, by spelling in written expression, not by the spelling-book; reading, by reading what is interesting, not by one series of Readers; and the art of speaking and comparing our English language correctly, by speaking and comparing it correctly in daily talk and composition. Arithmetics are *in transitu* from the old to the new. History is to be taught by stories and reading, and not by attempting to learn the names of a thousand men and women, and the dates of as many battles and treaties; and geography, that grandest and most comprehensive of all studies, will bring the learner to see the world with his mind's eye, *as it is*, and study its wealth of mineral, animal, and vegetable possessions; with geography will be studied *from the very first*, zoology, botany, ethnography, mathematical drawing, geometry, and history.

Manual training is coming to be a part of all school work. Cooking, cutting and fitting of clothing, printing, sewing, embroidery, carpentry, industrial drawing, and designing, type-writing, short-hand instruction, and microscopy will be a part of all school work. It will solve the problem, "How shall a poor boy be so educated as to start at once to make his living in a more direct and positive manner than is done in the ordinary school?" It does not propose to abolish the present literary curriculum, but to add to and complete it by putting to school the whole boy—brains, legs, eyes, arms, and fingers. It claims there can be no education without the senses, and that there is a close connection between brain-thinking and hand-doing.

For the purpose of forwarding all these great reforms the JOURNAL lives. This is our work. To it we have dedicated the years of life.

OUR SUMMER ASSOCIATION MEETINGS and Institutes will benefit those who attend if they give inspiration and strength. Knowledge is of secondary importance. The body is of first importance during these vacation days. Many a soul has been circumscribed and enfeebled because it was compelled to act through diseased organs, and many a teacher has failed because he was a stranger to fresh air, cold water, and vigorous exercise. The physical endurance of teachers is often taxed to the utmost, and patience is often wanting because physical strength has departed. Appetite and passion are parasitic plants that feed upon bodily weakness, debility, and decay. There is no doubt many crimes could have been prevented by good food, healthy recreation, and cheerful muscular exertion. Endurance is often the key to success. Dr. Peabody says that the pioneers in human progress, reformers, patriots, working philanthropists, missionaries who have been successful propagandists, have almost always been stout, robust, hardy men, who could labor and endure to the utmost of human capacity. Cursed be the weak, puny race of muscular imbeciles! Blessed be the generation of healthy stomachs, sound livers, and good nervous systems! If the summer meetings give those who attend them dyspepsia, either mental or physical, if they rack and try the nerves, if they prevent vigorous climbing, leaping, ball-playing, rowing, walking, laughing, and companionable exercise, they will do harm.

We agree with our esteemed Boston contemporary that, "Boston schoolmasters are unique pedagogical specimens," but it continues to say that, "the ardent managers of a not-always judicious monthly have indiscreetly claimed for them the fatherhood of editorial strictures of men and measures." Well, judicious or not judicious, what we have said we have said over our own signatures. No one need be at a loss to know who wrote it. This is unlike an educational monthly published anonymously at the "Hub." It has been reported that that paper is edited by a committee of Boston masters, and we have believed it, but, after due consideration, we think we have been mistaken. Boston masters are too honorable and outspoken, and have too much of old '76 independence in them to hide behind the stone wall of *stat-nominis-umbra* when fighting their battles. They don't belong to that pitiable class of cowards who have opinions, but haven't the manliness to express them ex-

cept under a *nom de plume*, or through the columns of an anonymous educational monthly.

If an excursion party of 100 from Philadelphia, Newark, Jersey City, New York, and Brooklyn wish to leave New York, for Bar Harbor, Me., July 5, special rates will be given; \$11 by the Fall River line, and \$12 all rail. Those who desire to avail themselves of these very low rates should notify A. W. Edson, Supt. of Schools, Jersey City, on or before July 1, in order that suitable arrangements may be made.

Go to Topeka! There never will be a better time. You can get the lowest rates ever offered not only to the National Association, but to the points of world-renowned interest beyond. The opportunities for travel were never better. Go to Topeka!

Go to the meeting of your state association. It will pay you a hundred fold, if only to shake the hands and look into the faces of old friends. Association is one of the greatest benefits we derive from our educational meetings.

TEACHERS will not generally go fishing in Canada this summer, unless they use flies. The law is strict in forbidding Yankee fishermen digging or buying bait within their borders.

THERE are 20,000,000 laborers and artisans in Europe, who work longer hours and receive much less pay than prevail in this country. It is certain that the permanent teachers of the United States receive larger salaries than are paid in any country in Europe, and here they are not paid enough.

THERE is a mental science university in that city of colleges—Chicago—the recent graduating class of which consisted of thirty-seven members. This school teaches the science of mental healing, and proposes to drive all the old doctors to the wall. It will probably also propose to commence a "brand-new" education, the method of which will be to drive out all ignorance from the mind, and replace it with the best kind of transcendental philosophy. It is hard to tell what we are coming to. Future teachers will probably think knowledge into the minds of their pupils.

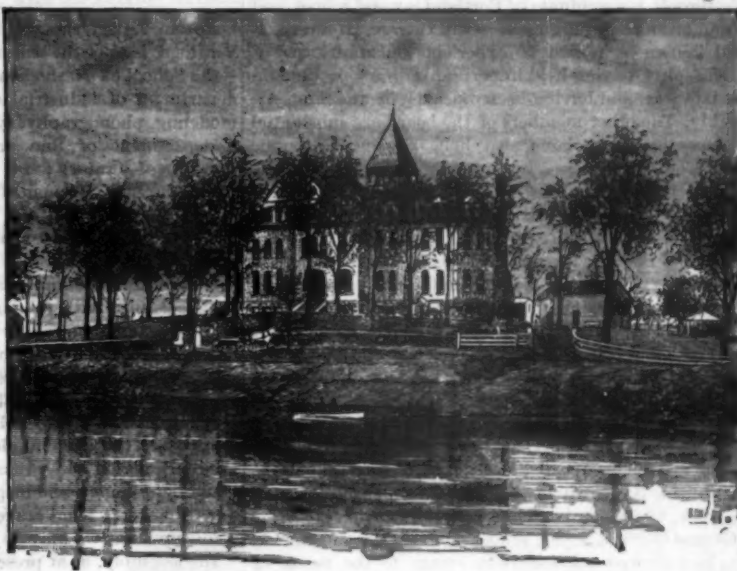
Probably no new teaching method is attracting so much attention at the present day as the Tonic Sol-Fa system. This is not strange for there is no subject that is so little understood by people in general as music. Hence the claim of the Tonic Sol-Faists, that their notation clears away all technical difficulties, and brings the subject within the comprehension of the unmusical, is sure to attract attention.

Prof. T. F. Seward is to present the Tonic Sol-Fa system at Topeka, and also at the N. Y. State convention, and at the Estes Park Institute, Colorado.

WE expect next year a valuable series of articles from Supt. W. J. Ballard, of Jamaica, on "Methods of Physical Training for Common Schools." Supt. Ballard is unsurpassed in this department of public school work, and what he will say will be worth reading.

From Topeka excursion parties will be arranged to go anywhere that may be desired. It is only six hundred miles from Topeka to Denver, and from that point Pike's Peak, the Garden of the Gods, and a hundred other places of equal interest are easily accessible. The price is lower than it will be again for many years.

THE officers of the N. Y. State Teachers' Association, seeing the necessity of holding their convention before the meeting of the National Association, at Topeka, arranged, as last year, to commence one day later in the week, so as to enable those interested in the University Convocation, which meets at Albany Tuesday morning, July 5, to be present at its sessions two days, and by taking 10 p. m. train Wednesday, reach Niagara Falls early the next morning, and have two full days at the convention at Niagara Falls.



STATE NORMAL AND TRAINING SCHOOL AT NEW PALTZ, N. Y.

In 1883, an academy was established at New Paltz, and had prospered with varying degrees of success until the building burned in Feb., 1884. A subscription was circulated and a new building erected at a cost of about \$30,000, showing the interest of the inhabitants in education, and the sacrifices they are willing to make in its behalf.

For a long time it has been a subject of remark and regret that the southeastern portion of this state, confessedly the most notable in material prosperity, and foremost in its educational standards, had no normal school in which teachers could be trained. It was, therefore, natural that the idea of a normal school should enter the minds of this progressive community, and it was but justice to this section of the state that the Legislature of 1885 should, in response to its demands, pass an act authorizing the establishment of the school.

When it was found that New Paltz was moving for a normal school, several other places, notably Kingston, attempted to secure its location, but the claims of New Paltz were recognized and the school was there established.

The village of New Paltz contains somewhat less than a thousand inhabitants, but has always had a marked influence in all matters pertaining to Ulster Co., the new County House to be erected, being located there, and many of the county officers coming from there. It was settled over 300 years ago by the Huguenots, and is pronounced by those competent to judge, one of the most historically interesting Huguenot settlements in this country. Several of the earliest stone buildings are still standing, one of the most modern bearing iron letters marking the date 1705. The Dutch Reformed Church was organized over two hundred years ago and is the leading church of the place, and indeed of the country for many miles around. The thrift and moral tone of the town is largely due to its Huguenot settlers, who still manifest the leading characteristics of their ancestors. The town gave a no-license majority at the last town meeting, and is making a vigorous effort to see that the law is enforced. For several years a lecture course of high order has been maintained in the village and has, quite unlike lecture courses in many places, been much more successful than the lower order of entertainments which prowl about the country. The village contains two banks, one of them a savings bank with over half a million deposits, and has two weekly newspapers, the editor of one of them having been a prominent candidate for State Superintendent of Public Instruction, in the recent canvass. The rapid erection of new buildings shows that the place is awake to the importance of providing homes for such as desire to attend the school.

The well-known ability and judgment of the members of the local board assure a safe and progressive management of the school. The President, Hon. Albert K. Smiley, proprietor of Mohonk Lake summer resort, is a member and leading spirit of the Society of Friends, an Indian Commissioner under the United States Government, and was for many years principal of the Friends School at Providence, R. I., one of the most excellent and progressive boarding schools in New England. He is also a trustee of Brown University, and of Bryn Mawr College, the new college for women near Philadelphia.



Judge Alton B. Parker, of Kingston, successor of Judge Westbrook, is a graduate of Cortland normal school, and a man of unusual judgment. Gen. George H. Sharpe is well known as a man of experience in affairs, and of public spirit, having held important military positions in the late war, and having been Speaker of the State Assembly. The other members of the board are substantial business men who have also held responsible public offices.

The following is a brief sketch of the faculty as now constituted, and as it will be at the commencement of the school year in September.

Eugene Bouton, Ph. D., Principal. Dr. Bouton is a graduate of Yale, 1875, among the foremost in his class, a teacher of large and varied experience, for two years a member of the N. Y. State Institute Faculty, and at the time of his appointment, was Deputy State Superintendent of Public Instruction. John F. Woodhull, A. B., graduate of Williston Seminary, Yale College, studied at Harvard, and under Remsen at Johns Hopkins University. He has had experience as principal of the high school at Chicopee Falls, Mass., and of the schools at Bloomfield, N. J. He is 29 years of age, enthusiastic in his work, and inventive and awake.—*Natural Science.*

George Griffith, A. M., school commissioner in Oneida Co., has showed himself fully awake to the needs of rural schools. He was principal of the academy, and the union school at New Berlin, Chenango Co., is efficient, experienced, deep, and sensible, a careful student of theory and a successful director of practice, and has been very prominent in educational gatherings.—*Science and Art of Education.*

Miss Clara French, A. B., daughter of Dr. John H. French, institute conductor, is a graduate of Smith College, has studied at Oxford, England, during one year since graduation, and has shown in her experience thus far in the school, unusual aptitude and ability as a teacher.—*English Language and Literature, and Relations of Geography.*

Miss Kitty A. Gage, A. M., formerly a successful teacher in a Massachusetts high school, is a graduate of the Boston University, past graduate of one year at Cornell, and a Fellow of Bryn Mawr College during the past year.—*Latin and Greek.*

Miss Elise N. Sorge is a native of Liege, Belgium. Her father is German, her mother French. For five or six years she has studied at Wellesley College, giving special attention to French and German, teaching also and assisting Professors Rosalie Sée, and Carla Wenckebach, both of whom vouch in the strongest terms for her superior fitness for the work.—*French and German.*

The board has also elected Halfdan Rolland, A. M., and Mrs. Rolland, to have charge of music. Prof. Rolland is a graduate of the Royal University of Christiania, Norway, and is now teacher of music and modern languages at Cayuga Military Academy, Aurora, N. Y., where Mrs. Rolland has taught music in Wells college. Both Mr. Rolland and his wife have studied at the Vienna Conservatory.

The remainder of the faculty will be selected with equal care and will be ready for the work of the fall term.

It is the design of the school to give special attention to persons who desire to teach in rural schools; course I. being especially designed to include the maximum of preparation in the minimum of time. It is also intended to give special opportunities to those who have graduated at high schools and academies. Special classes will probably be formed for such graduates, where they can devote their time to their special needs without the necessity of entering the regular classes with those who have not previously studied the various subjects. While the school has not made a special effort to attract pupils, the attendance has been such as to give assurance of rapid growth, and the indications for the fall are very promising, a large proportion of those applying being persons about to graduate from academies or having already taught.

New Paltz is connected by the Wallkill Valley railroad with all the main lines of travel in the state, and is especially accessible to students on the lines of the Erie, Ontario & Western, Ulster & Delaware, West Shore, and Hudson River railroads.

The building is unusually attractive architecturally. It will need enlargement, but is adequate to present needs. It is heated by steam, and the grounds are ample, and very attractive, sloping to the water's edge on the river. It has already a fine library, but it is intended to rapidly increase it still more.

ATTEND the summer educational meetings.

### THE ROUND LAKE SUMMER SCHOOL.

ROUND LAKE, the celebrated camping-ground, near Saratoga, is to be the seat of a summer school this year,—the School of Methods and Practice. There will be a department of industrial art,—including clay and sand modeling, phonography, type-writing, and penmanship; a department of fine arts,—drawing, painting, and music; of oratory; of language,—English, Anglo-Saxon, French, German, Italian, Spanish, Latin, Greek, and Hebrew; of natural science; of history and economics; a kindergarten, and a model primary and intermediate school.

Heretofore the summer assemblies at Round lake have been occupied with religious, or temperance meetings, but now education, which is really the twin sister of religion, is to have a place on its program. Round Lake will ever be a popular resort, Christian in character. This has been, is, and will be its glory. But it must broaden its spirit into nobler catholicity and become a ministry to the deep intellectual cravings of heart and mind. Religion and education must work together for the enlightenment and inspiration of all society. Knowledge is power. Mind craves it. The ambition of the age is to know that we may do and be.

The assembly, as at present managed, aims at this by its normal work and lecture system. In this it has done good work. But the time has come to double its teaching power, and touch other needs of other hundreds, who, having never had good educational advantages, yet hunger for knowledge, and now having the leisure of a few weeks of summer vacation, can take up long-neglected lines of study for mental and social culture.

The school will be under the directorship of Prof. J. H. Worman, Ph. D., the author of the noted series of language books. This will afford an opportunity to the teachers who have used his books and are desirous of studying with him, or those whom he has trained, an opportunity of doing so.

The faculty includes over forty well-known teachers and as many eminent lecturers. The attractions of the place are well-known,—a beautiful grove on the borders of Round Lake; and its location is directly on "the Broadway of American Life"—the route from Albany to Saratoga, Lake George, and the Adirondacs (D. & H. C. Co. R. R.) Special rates will be made for those attending the school, and every Saturday there will be excursions to the neighboring places of interest. Mr. J. D. Rogers, of Round Lake, N. Y., will send circulars, or the *Round Lake Journal* to all applicants.

### THEN AND NOW.

By CHAS. F. KING, Manager National School of Methods. 1861.

We have a very distinct recollection of the first examination taken in the autumn of 1861—twenty-five years ago—for the purpose of testing our fitness to teach the district school. This occurred in a little town in Massachusetts. The questions propounded were as follows:

1. What is a conjunction?
2. How many vowels in the alphabet?
3. What is a neuter verb? Give one.
4. Define he; conjugate hear.
5. Give the opposite gender of duck, earl, nun, wizard, duke.
6. Why do you in dividing one fraction by another invert the divisor?
7. Give the table for apothecaries' weight.
8. What is true discount?
9. How do you explain the rule of three.
10. Where is Cape Fear?
11. Bound Michigan.
12. What is the capital of Beloochistan?
13. Name the principal islands of Malaysia.
14. Read this extract from Webster. (Peroration at Bunker Hill.)
15. Spell the following words: chameleon, eligible, querulous, dyspepsia, pinnacle, elixir, cylinder, measles, caterpillar, venerate.

1886.

An applicant for the same position to-day, provided the examiner be a man or woman of educational progress, would probably be subjected to such questions as the following:

1. Which would you develop first in a child the power of reasoning, or that of observation? Why? How?
2. What place has the kindergarten in education?
3. Do you favor manual education? If so, why?

4. What studies should be taught topically?
5. Who was Pestalozzi? Comenius?
6. Name five other eminent educators in the past; five of the present day.
7. How many of the following books do you own? viz: Page's Theory and Practice, Quincy Methods, Johonnot's Principles and Practice of Teaching, Fitch's Lectures on Teaching, Parker's Talks on Teaching, Payne's Lecture on the Science and Art of Teaching, Bain's Education as a Science, Sully's Psychology, Compayre's History of Pedagogy, Quick's Educational Reformers. How many have you read?
8. Write a review of some educational book.
8. How would you improve the conversational form of your pupils?
10. What is the best way of getting pupils to read good books?
11. What is the best method of teaching reading to beginners? Why?
12. Describe some well chosen busy-work.
13. How can the attention of pupils be best secured.
14. How much time would you devote to commercial geography?
15. Name four good educational papers or magazines.

### TALKS ON PSYCHOLOGY.—V.

BY COL. F. W. PARKER.

An elementary idea or percept is that in the mind which corresponds to an external attribute. The presence of an attribute recalls its corresponding elementary idea. In other words an external attribute makes us judge that it is present by the presence of its corresponding elementary idea in consciousness.

An object is a certain number of different or identical attributes which exist outside of the mind under certain definite relations. An individual concept is a certain number of different or identical elementary ideas or percepts which exist in the mind; this individual concept may correspond to an external object, that is, the ideas in the concept may correspond to the attributes in the object, and the relations of the elementary ideas may correspond to the relation of the attributes. If there are attributes in an object which have no corresponding elementary ideas in the mind, then the correspondence of the concept to the object must be at fault. In other words all we can see, hear, touch, etc., depends entirely upon the elementary ideas in the mind.

This conclusion was presented in the last chapter, but its immense importance warrants the most thorough and searching examination. It means that any external attribute which has no corresponding idea (percept) in the mind can have no immediate effect upon consciousness.

A savage may be surrounded by all the shades and tints possible to long and short, slowly and quickly moving waves of ether, still of all this multitude of external attributes, only three can affect his mind—he is conscious of only three. The grandest oratorio ever written may be produced by the best musicians, and still awaken no response in him whose mind has not the corresponding ideas, it can not be awakened simply because the ideas are not there to be aroused. The ego sees and hears only that which is in the consciousness, and that which is in the consciousness comes directly from unconsciousness; nothing comes into the consciousness directly from the external world. The immediate effect of externality upon the consciousness through any and all the senses is to make the ego conscious of ideas already in the mind.

An object new to the mind causes a new relation or grouping of ideas or a new individual concept; the whole is new, the elements, the elements of the concept, however, are not new.

In ordinary acts of seeing, hearing, etc., certain groups of attributes, (color, seeing, sounds in hearing) affect the mind by means of sensations; these sensations bring into consciousness (recall) their corresponding ideas (percepts). The recalled ideas instantly recall other ideas, with which they have been previously associated. These again recall other ideas not originally produced by the particular sense in action. Thus approximately an entire concept comes into consciousness in observation, while a partial concept only comes in in an ordinary act of seeing.

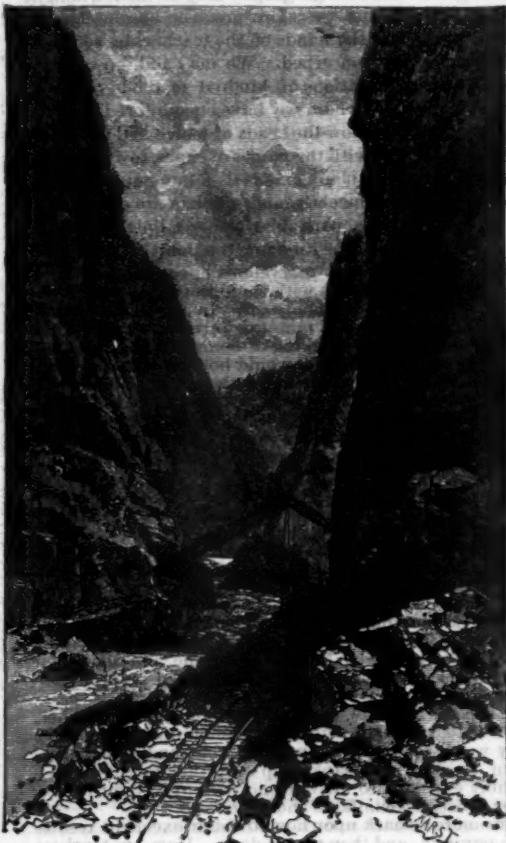
Observation is, primarily, recollection through sensations from external attributes; it is thinking by means of objects. Thinking is the mind's mode of action; it is common to all minds and to all acts of consciousness. Seeing, hearing, and touching are means of thinking, but one can see, hear, and think throughout a long lifetime with very little growth or development, but no one can observe continually without growth.



## GRAND CANON AND THE LOWER GUNNISON.

The pictures accompanying this paper illustrate a few of the many striking views that occur in a day's ride almost due west across the southern part of Colorado, on the Denver and Rio Grande railroad.

Just beyond Canon City the railway enters the Grand Canon of the Arkansas, the narrowest portion of which is known as the Royal Gorge. When this was



ROYAL GORGE.

first examined it seemed impossible that a railway could ever be constructed through this stupendous canon to Leadville and the west. There was scarcely room for the river alone, and granite ledges blocked the path with their mighty bulk. In time, however, these obstructions were blasted away, a road-bed closely following the contour of the cliffs was made, and to-day the canon is a well-used thoroughfare. But its grandeur still remains. After entering its depths, the train moves slowly along the side of the Arkansas, and around projecting shoulders of dark granite, deeper and deeper into the heart of the mountains. The crested crags grow higher, the river foams along its rocky bed, and soon the way becomes a mere fissure through the heights. Far above the road, the sky forms a deep blue arch of light; but in the Gorge hang dark shades which the sun's rays have never penetrated. Here the granite cliffs are a thousand feet high, smooth and unbroken by tree or shrub; and there a pinnacle soars skyward for thrice that distance. There are neither flowers or birds to enliven the solitude, and only the roaring of the river breaks the stillness. Soon the cleft becomes still more narrow, the treeless cliffs higher, the river closer confined, and where a long iron bridge hangs suspended from the smooth walls, the grandest portion of the canon is reached.

Escaping from the Gorge, the narrow valley of the

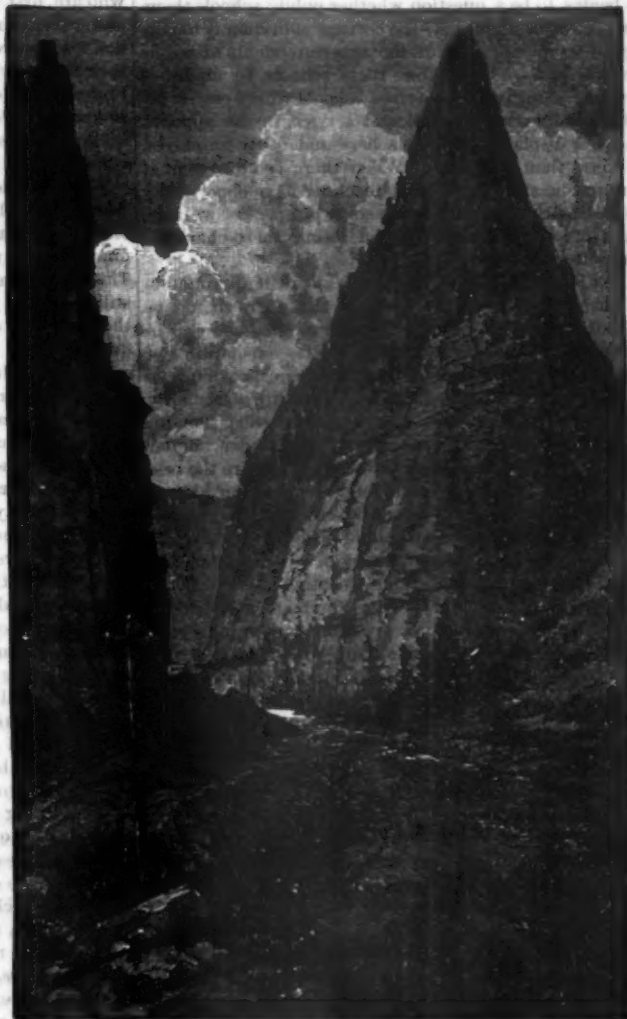
upper Arkansas is traversed, with the striking serrated peaks of the Sangre de Cristo close at hand on the west, until Salida is reached. Here a branch of the railway bears northward to Leadville, to Fremont Pass, and the Mount of the Holy Cross, while the main line for Salt Lake City, Ogden, and the Pacific coast crosses the Arkansas, leaving Poncha Springs on the left, climbs into a narrow but verdant valley running down between low-browed hills, and begins to scale the heights of Marshall Pass.

Through Poncha Pass the traveler makes his advent. Gradually, as he goes higher the view becomes less obstructed by mountain sides, and the eye roams over miles of cone-shaped summits. The timberless tops of towering ranges show him that he is among the heights. Then he beholds, stretching away to the left, the most perfect of all the Sierras. The sunlight falls with a white, transfiguring radiance upon the snow-crowned spires of the Sangre de Cristo range. Their sharp and dazzling pyramids, which near at hand are clearly defined, extend to the southward until cloud and sky and snowy peak commingle and form a vague and bewildering vision. To the right towers Mount Ouray. Slowly the steeps are conquered until at last the train halts upon the summit of Marshall Pass. The traveler looks down upon four lines of road, terrace beyond terrace, the last so far below as to be quite indistinct to view. These are only loops of the almost spiral pathway of descent. Wonder at the triumphs of engineering skill is mingled with admiration at the grandeur of the scene.

From this point we descend into the fertile valley of the Gunnison River, and then enter the famous Black Canon, through which it runs.

In all the world there is no place more beautiful and imposing, that may be so easily and comfortably visited as the Black Canon; for the iron horse has a pathway through the canon, and he draws after him coaches as handsome and pleasant as those which he draws on the level plain. Along many miles of this grand gorge the railway lies upon a shelf that has been blasted in the solid walls of rock; walls that stand sheer two thousand feet in height, and so close together that for most of the distance through the canon only a streak of sky, some-

ever changing. Here the train glides along between the close, regular, and exalted walls, then suddenly it passes the mouth of another mighty canon, which looks as if it were a great gateway and unroofed arcade, leading from the pathway of some monstrous giants. Now, a



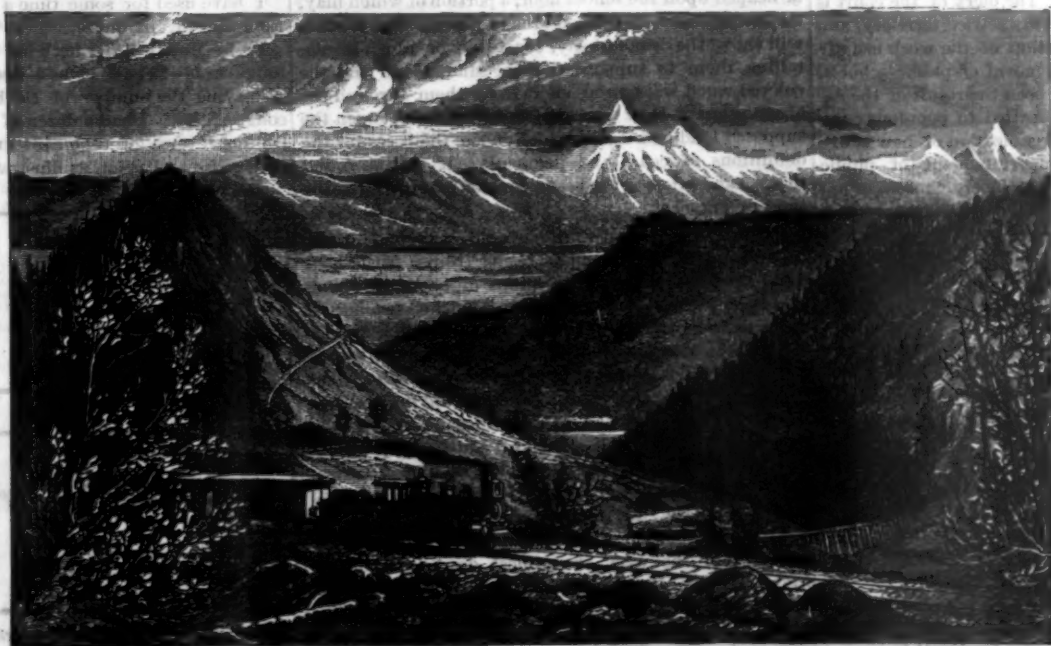
CURRICANTI NEEDLE.

a sharp turn, there is a stream of liquid crystal, pitching like a long bridal veil from the tops of the cliffs to a sparkling pool which lies beside the road. Then a spacious amphitheatre is passed, in the center of which stands solitary and alone, a towering monument of solid stone, like some great cathedral spire. This is the famed Curricanti Needle. At another place the train seems to be rushing straight on to destruction against the very front of a rugged, beetling mountain, which stands directly in its path. One can see no opening to right or left. On, on we go! Another instant, and we shall be dashed against the rocky buttress! But suddenly the engine darts to one side, and the train veers away with it, fairly "dodging" the mountain at the last instant, and goes thundering down another stretch of the echoing gorge.

It is a ride not to be forgotten, and the impressions of beauty and sublimity will never be overcome by any

amount of foreign travel. One cannot help the belief that the scenery of our country has a grandeur unmatched throughout the whole world.

The price of success is labor. The reward of labor, the consciousness of success.



MARSHALL PASS.

times in broad daylight spangled with stars, is seen above. Once in a while the railway changes sides with the stream, the waters of which, in the semi-twilight that prevails between the rising and going down of the sun, seem to be of an exquisite emerald green. Unlike many of the Colorado canons, the scenery in this one is



## IS A COUNTY SUPERINTENDENCY DESIRABLE?

By Hon. LeRoy D. Brown, State Supt., Ohio.

Since the Cincinnati Board of Education, by a partisan vote, decided to make politics the test of a school superintendent's fitness for directing the work of public education in one of the largest cities in the United States, it begins to be a question whether public schools themselves are desirable. If the corrupt politician is to control the appointment of the superintendents of public schools, it were better that these schools be abolished entirely. Any system of free schools which places political influence before efficient service, in the appointment or displacement of teachers and other employees, is worse than no system. When there is no system of public education competent teachers have opportunity to pursue their vocation with some prospect of winning success, and with little fear of losing their character and self-respect.

If it be granted that education is a legitimate function of government, it logically follows that there should be school supervision. Public schools require the expenditure of public money, and the wise expenditure of public money for public schools makes school supervision necessary. The deductions of logic are abundantly confirmed by experience. The history of education for the last half century shows clearly that under similar conditions, the best schools are those which are the best supervised. Weak or incompetent supervision always and everywhere results in poor schools. It is strange that any intelligent person should believe otherwise. Is not a school a factory, the output of which is development, training, discipline, and education? Does not every well-managed factory have a foreman? And when several or many factories are owned by one company, is there not over them all a single superintendent?

In large measure school management is a business, and should be studied from a business standpoint. The larger and more complicated the business, the more numerous the employees and the more skillful the supervision required. In the United States each state and each territory has a system of free schools independent of every other system. All of these systems, however, resemble one another in most essentials to a system of free schools. At the head of each state or territorial school system is an officer charged with the general supervision of all the public schools of his state or territory. For convenience, the state or territory is divided into districts, the public schools of each district being managed by a board of education. In the government of each state, or territory, counties are necessary subdivisions, and without county officers government by counties is out of the question. In a crude condition of society, such as that which naturally prevails in the early settlement of a state, a single officer performs duties which, in a more advanced stage of society, would be distributed among several persons. The sheriff is not only the executive officer of a court, but also jailer, tax-gatherer, and treasurer. The clerk of the court is also recorder of deeds in a newly settled territory, and the county auditor does a portion of the work usually assigned to a county superintendent of public schools. Hitherto county officers have been the result of the development of counties from settled to populous communities. Hereafter, in the organization of new states or territories, the county superintendent of public schools will be among the first officers chosen, or appointed. Fifty years ago, when facilities for transportation were comparatively poor, the peopling of a state proceeded but slowly. To-day it is not unusual for a state or a territory to add a hundred thousand to its population in a single year, so rapidly does population advance from the East to the West.

The question, Is a county superintendency desirable? has been affirmatively settled for twenty years, and more. The question of to-day is, How can the most efficient county supervision be secured? This question I hope to consider hereafter.

## THE SCHOOL-ROOM.

## SOME HINTS FOR GEOGRAPHY TEACHERS.

Geography is without doubt the most popular subject in our elementary schools, and not without reason. It takes a teacher of rare ability to make English grammar attractive. It is easy to make a geography lesson enjoyable to him. Grammar is an abstract subject of instruction and so more difficult to grapple with in an engaging manner. Geography is that branch of knowledge which lends itself more readily than any

other to kindergarten methods of teaching, which the writer firmly believes to be the most truly educative because the most truly human.

Let us take into consideration some of the kindergarten ways of teaching geography, which in the experience of many teachers have proved to be the most efficacious. The best geography will be gotten from children who are first taught to make out of bricks, pea-work, and other kindergarten devices, what may be called a doll's school-room with its surroundings. Allowing an inch for every foot, five ten-inch bricks, end to end, will represent one of the side walls of a school-room 50 feet in length. We thus obtain a concrete conception of scale which is a fit introduction to the more abstract conception of drawing to scale.

Windows, doors, tables, desks, and forms, stoves, cupboards, can all be ingeniously represented in the model school-room and the school play-ground, and other precincts can be readily indicated on the same principle. This model may be laid down upon the floor, or, better still, mounted upon a table. Bricks can be used to show the elevation of the school-building, and this can be drawn by the teacher with profit upon the blackboard or by the children on their slates, before the ground plan is similarly proceeded with. Many teachers seem to imagine that a plan of the school means nothing but a plan of the main school-room, whereas it undoubtedly means a ground plan of the school-buildings and school precincts. Some teachers put as little into the ground plan in the way of school furniture as they think they safely may, and it certainly is not the rule, as it should be, for teachers to make the final plan hung up for use in the school, the finished result of a series of lessons in drawing to scale upon the blackboard.

How can geography be taught upon kindergarten principles? In many ways. In the case of country children living by the sea and within sight of mountains, there will be little or no difficulty in teaching geographical definitions. But where this education from nature herself is unavailable we must resort first to models. We have met with dozens of teachers who make their own clay models, either upon a blue board—the blue being intended to represent the sea, or in an actual trough of water.

Many of these relief maps are admirably made, but they are apt to crack unless great care is taken to secure an enduring clay. Relief maps of the kind are also made of putty, and then there is the device of the sand-map, which is made by gumming sand down along the boundary lines, by which a permanent outline is secured, and then filling up the interior with sand, through which rivers, railways, and canals, can be traced by the teacher or scholars, or by means of which hills and mountains may be piled, or other effects in physical geography visually expressed.

But the simplest and perhaps the best means of teaching the definitions is to be found in a heap of river sand or gravel or damp sawdust, placed upon a blue board, or heaped upon the school floor, a portion of which may, for convenience, be colored blue or green. The teacher will show the scholars say, coast-line, or a peninsula, telling them to suppose that the sand is land and the colored wood water, and elicit from them through the observation of their own eyes the relations between the supposed land and water, which form the bases for the definitions of coast and peninsula. It will be found that a hand-brush is the best means of manipulating the sand or gravel.

Having learned the definitions in this way, one by one, the scholars may be then tested from a permanent relief-map containing illustrations of as many definitions as possible—I have known a spirited teacher go so far as to sacrifice his fuses in order to put life into his volcanoes. The pictorial chart is the next step on the road from the concrete to the abstract, and finally the blank map is reached. But teachers would do wisely in keeping to the relief-map to a considerable extent even in the upper grades. It would, of course, be quite out of the question, when making a relief-map of America, to put every town, and mountain, or island upon it that should be taught; but the general physical contour of the various countries—for example, the mountainous character of the west, the almost dead level of the prairies, can be shown in a way which will arrest the attention far more than the most cunningly shaded map.

Mention may here be made of a delightful kindergarten contrivance, which may be termed the table map. This consists of a table with a blank map marked out in colors upon it. The scholars sit round this table provided with counters to represent towns, cones for mountains, long straws, or thin slips of wood for railways. The teacher then calls upon the players in this geo-

graphical game to put down in their turn a counter on town noted for hardware or woollen goods, a cone upon any peak 3,000 feet in height, or a straw upon the railroad. I have even seen one of these table maps made in relief to represent Pennsylvania, intersected by miniature railways, along which a toy train would run, stopping at the leading manufacturing towns with tiny bales of raw goods to be worked up into their staple industries.

We think sufficient has been said to show by what kindergarten methods geography may be made a delight to the scholar, and therefore prove an absolutely successful subject in the hands of the teacher, in so far as relief maps are concerned. We may add, however, a couple more illustrations of kindred methods of teaching. One teacher whom we have encountered keeps a box of pins, just below the heads of which little flags are fastened, marked with the names of capes, towns, rivers, and so forth. The blank map is then hung upon a blackboard in front of the class, and scholars are called upon to take the flag of a particular place and plant the flag-staff in its proper position on the map. This simple contrivance has had a marvellous effect in stimulating a large class of scholars with their geography during the last six weeks of the school year. In another school we found a very complete museum furnish the most valuable adjunct to the teaching of commercial geography. The teacher, for example, would hold up a piece of lace, and his whole class would have their hands up ready to point out where this article is manufactured. First, make your own blank maps, for the very good reason that the blank maps sold by educational publishers contain as a rule quite an excessive number of places upon them.

Second, having made your map, take good care that a syllabus of its contents is prepared and each scholar provided with a copy of it.

Let us say that the scholars have to learn the mountains of New England to-day. After some general remarks upon the general directions and character of our mountain systems the teacher would point, say to the White Mountains, the first name on the list. The scholars would be directed to find this on their syllabuses, so as to be able to spell this name, and upon their little atlases, after having carefully noted its pronunciation, and its place upon the blank map.

When the scholars, under the guidance of the teacher, have thus gone through all the mountains and hills, they would be expected, with syllabus and atlas before them, to study the blank map until they might be reasonably expected to answer questions upon their lessons, after laying aside atlases and syllabuses.

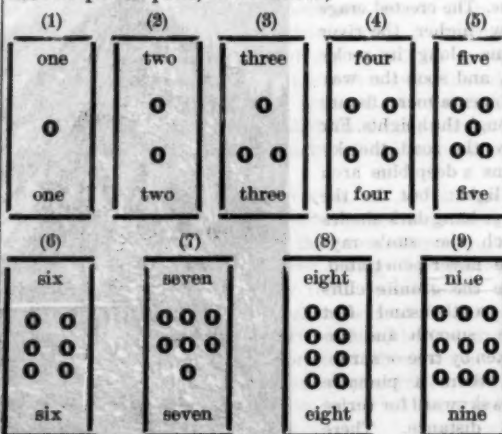
One more remark upon how to obtain excellent results in geography, and then we are done. How are teachers to deal with geographical readers? Are they expected to teach their scholars every page of them? We cannot think so. Every teacher would be well-advised to carefully read and note the geographical readers, and from them to extract all the coloring matter necessary to illustrate the naked names upon their geographical syllabus, the syllabus itself being framed so as to take in all the salient facts stated in the readers.

## SUGGESTIONS AND DEVICES IN NUMBER.

By Miss May Mackintosh, Hoboken, N. J.

I have used for some time a series of cards made in the following manner:

From Messrs. Schermerhorn & Co. I bought little oblong cards—2x1 1-3 inches—used by church choirs for displaying the number of the hymn to be sung to the congregation. I had a dozen of each figure, from 1 to 9. On the reverse of each card I made dots, and wrote in both script and print, as illustrated,



I accustom my children to read the dots with the cards held either with the long or short sides of the oblongs in a vertical position. Thus the "six-card," held one way, reads "three-twos," the other way, "two-threes." I chose all these particular positions of the dots with a view to the rapid recognition of the whole number by the children.



By the way, a very easy way of making these dots perfectly round is to take an old rubber-top from a lead pencil, cut off the worn end of it, and then replace it on the pencil wrong side up—the pencil not being pushed quite through to the end. This makes a good ring of ink, but the precaution of taking one or two impressions on waste paper at each fresh dip of ink must never be neglected.

Now as to the uses of these cards.

(a) Sometimes the children pick out all the cards on which they can find two dots in a row. This includes the cards of twos, threes, fours, fives, sixes, and eights. In each case they say how many twos, and how many over.

(b) Again, I mix all the cards on a table, and let each child of a group of eight or nine children find all the cards of one number, giving the ones and twos to the youngest, and so on.

(c) At another time, we make a larger number, say "8,"—as many different ways as possible, only using two cards; then, using three and four cards.

(d) I hold up cards, one at a time, for rapid recognition.

(e) We play the dots are pennies, and they give me cards with as many dots as the articles they wish to purchase call for. Of course, real or toy money is better; but real money has its temptations in a mixed school, and toy money is expensive, and must be bought in quantities.

(f) Or for quiet work, each child has, let us say, the "three-card," and is told to rule his slate into oblongs, and in each oblong to copy the dots and write the words. This they like; it is a training in neatness, and is quite effectual for teaching the number-words up to nine.

In conclusion; all the suggestions offered by the writer of "A Device in Number" in the JOURNAL of May 15 can also be used with these cards.

#### FIRST LESSONS IN GEOGRAPHY.

By WM. M. GIFFIN, A. M., Newark, N. J.

Seneca has long: "The mind unlearns with difficulty what it has long learned." How important, then, that all first lessons in any study be given on the right principle. Perhaps in no study is it more important that an intelligent beginning be made than in the study of geography. For some reason, girls and boys have an idea that, when they begin the study of this subject, they are about to begin something very difficult. It is hardly necessary to say that the first lessons should be in local geography, beginning with directions; for so much valuable information can be given the children without having asked them to memorize any long and meaningless definitions. We will suppose that the class has had enough of the local geography, so that they have drawn a map of the class-room and have learned to talk about it. Now let the teacher draw a map of some room which the children have never seen, as, for instance, her dining-room. "Now, children," she says, "I will draw a map of our dining-room on the blackboard. But stop, our dining-room is so long and wide that the board is not large enough for a map so large. Ah! I tell you what I will do. I will let my lines be just as many eighths of an inch long as our room is feet long. That is, one-eighth of an inch will represent one foot, or in other words, I shall draw my map on a scale of one-eighth of an inch to the foot. See here it is."



"In the S. W. end of the room you see a recess, which is three feet wide and two feet deep. Then my map here must be 3/8 by 2/8 of an inch. Near the N. E. end you see B; that is my desk. In the E. end in front of the window (all windows are like this X) is E; that is the sideboard. On the S. side is D; that is the couch. In the N. W. end is A; that is a book-case. At the west end is F; that is the register. These — are the doors.

Near the centre is C; that is our dining table. All of the O's are chairs. Now, though none of you have ever seen our dining-room, yet, from this map you can tell me many things about it. You may answer the following: In what part of the room is the desk? The register? The couch? The table? etc. How many windows on the N. side? East side? etc. Look again at the map. You see that I have written on the N. side lot. On the E. back yard. On the S. kitchen. On the W. piazza and hall. These are what are on each side of my room, that is those things by which my room is surrounded. Then I say my room is surrounded or bounded as follows: (bound room.) Soon we will have some maps to study from a book, and we will have just such questions to answer as some of mine have been, only they will be about cities, rivers, mountains, states, etc., and these things on the map will not look like the things for which they stand any more than the O looks like our chairs. The rivers will look like this ——— The cities like this. The mountains like this ———

Still you will be able to tell all about these countries just as you have told me about my dining-room a moment ago.

Notice that when the map of my room is hanging up, that N. is at the top; E. is at the west, etc. Do not think from this that N. means up hill. When we go from the couch to the book-case we go north; but do we go up hill? Why, what a funny room it would be if we did?"

#### PICTURE TEACHING.

By GEO. H. DAVIS, Bayshore, L. I.

Our "New Education" aims to direct the eye, ear, and hand of the child so as to impart to him mental pictures, and give him as large a collection of accurate ideas as possible. This picture gallery is his mind's workshop; here memory is the doorkeeper, and comparison, generalization, reason, imagination, etc., are the workmen. Comparison classifies the pictures and arranges them in order for the use of the other workmen; tells the difference in size, color, form, weight, etc. Imagination takes parts of a score of pictures (ideas) and makes a new one, such as the world has never seen. It may be a new electric motor, a book of philosophy, or a beautiful poem. This workman is constantly increasing the stock of the gallery, or the collection of ideas. Generalization looks over the collection, and tells what is true of all things. He notices that in ALL the pictures, vegetation grows toward the light, that water is level, etc. Now reason takes two or more of these pictures and tells his associates that if certain things are true, as represented, then other things must be true. He sees that New York State is in the United States; that Albany is in New York; then Albany must be in the United States.

The question is, how can we, in the narrow limits of the town and school-room, give the child an opportunity to use his senses on the things that actually exist in the world? Of course, he cannot see all these things, but he can see a good picture of everything of importance.

If the reader will go with me to an ordinary school, consisting of the seventh, eighth, and ninth grades, we will see an application of picture teaching. After the morning exercises comes the first recitation in arithmetic (seventh grade), just beginning common fractions. The class understands the meaning, application, and definitions of 1/2, 2/2, 1/3, 2/3, 3/3, 1/4, 2/4, 3/4, 4/4, and are to be taught 1/5.

After the mental drill in addition, subtraction, multiplication, division, factoring, and other things, a large picture (30x40 in.), representing a farm, is placed before the class. Drawings of cubes, boxes, squares, and lines are placed on the board. A child is asked to tell what he sees in the picture, which he does with a few words. Others are asked to supplement, all not taking more than five minutes.

The following are some of the review questions given by the teacher: Divide the farm into halves (child doing so by placing the pointer across the picture.) How many are there? Point to each. Divide the tree into halves. Compare the amount of wood in each. Why? Trace half of the wagon, pond, fence, stream, hay-stack, and wheat-field. If a boy were asked to go half way across the farm from east to west, where ought he to stop? If the pile of wood is worth \$10, point to the amount that is worth \$5. A ton of hay is worth how much? How many tons in the stack? How much is the stack worth? Point to the amount I ought to sell for \$100. (Child giving \$200 as the value.)

The same things are given in connection 1/2, 2/3, 3/3, 1/4, 2/4, 3/4, 4/4.

James mowed 1/4 of the field yesterday; what part remains standing? 2/3 of the fence is new; what part is old?

Teacher leads child to state that the farm is worth \$20,000. What is the value of 1/4, 2/4, 3/4, 4/4?

Point to something in the picture. (Child points to the road.) The teacher takes the crayon and divides the road into fifths.

Teacher—What have I done?

Child—Divided the road into five equal parts.

Teacher—Point to one part, two, three, four, five. To how many of these parts have you pointed?

Child—To all. (Same with meadow, fence, woods, and others.)

Teacher—James, you may divide something into five equal parts. (Child divides the orchard.)

The child states that these things (fence, road, tree, etc.) are units, and one of the five equal parts of a unit is one-fifth.

The definition is now applied to the drawings on the board, and the pupils give definitions of 2/5, 3/5, 4/5, 5/5.

The classes are now changed, and the eighth grade (arith.) are ready for work. They are studying denominate numbers, and have finished the measures and weights, and are to have a review and application of tables. For the review of apothecaries' weight, the teacher places a picture representing the interior of a drug store before the class; for avoirdupois weight, that of a grocery; for troy weight, that of a jewelry store; for cubic measure, that of a wood and lumber yard. In each case the same plan was followed as in the first lesson.

A change of classes is now made, and the ninth grade (arith.) are ready for work. They are studying Banking and Discount. The picture of the interior of a bank is placed before them. In connection with their problems and explanations, ideas of bank customs, laws, etiquette, officers, duties of each, largest banks in the country, character of buildings for protection from fire and burglars, were developed by the things suggested in the picture.

After twenty minutes spent in writing and drawing, the seventh grade were marched to the recitation benches for geography. They are studying Europe, and are familiar with the following things: Its location, size, form, coast, surface, soil, climate, productions, and are to be taught the characteristics (physical, mental, and moral) of the people, and especially those of Germany. Three large pictures are used—a scene from Berlin, a German farm and vineyard, and a picture of Bismarck.

A few guiding questions from the teacher, after the child has found and told all he can, brings out and thoroughly impresses the leading characteristics, habits of life, and condition of the German people.

Another change of classes and the eighth grade are ready to recite in geography. They are to study about the productions and occupations of Central America. A forest scene is hung before them. Men are gathering mahogany, rosewood, and other things. The picture represents the high, large trees, trailing vines, and thick foliage of a tropical climate. What child failed to get a good picture in his mind of this occupation and its surroundings? After this, a mining scene was studied, and then a scene from the business part of one of the large cities. The condition of the manufacturing and commercial interests were correctly noted by the children, with but a few short questions from the teacher.

Next, a lesson is given to the ninth grade on the human heart, from specimens from the meat market, and charts. Water is used in place of blood, and the actions of the valves, chambers, and tubes are experimentally brought out by means of a funnel, pitcher of water, and a large crayon drawing of a section of the heart. (A small pump is good for illustration.)

This closes the morning session, but it may be stated that reading, language, literature, and history can be taught much better by means of pictures than the subjects which have been reviewed. Every piece in the Reader ought to be illustrated by a picture, and that picture studied before the reading.

#### PRACTICAL WORK IN BOTANY.

By PRIN. CHARLES F. MERRILL, Willimantic, Conn.

In the summer of 1885 an entirely new plan was adopted by my assistant, Miss Martin, in teaching botany in our high school, and the same idea has been carried out successfully in the lower rooms. Instead of the old, dull recitation of facts, and the analysis of a few flowers, each member of the class of twenty was incited to do



personal work. The result was an attainment of much more botanical knowledge, and also a deep love for the study. A brief account of some of the work may incite other teachers to do likewise,—drop the book and study nature.

Each pupil was given a small box, in which to plant seeds, and urged to dig up the seeds frequently, in order that he might see the process of germination. Germination was also shown by placing seeds on a strip of muslin tied over a tumbler of water in such a manner that the seeds rested on the water. The former plan seemed to be most popular, and great sport was there over a peanut that developed into a lima bean when its leaves appeared.

In studying roots and leaves, the class made drawings of the different shapes, copying from Prang's botanical series of cards, as well as from nature. Almost every fine day excursions were made, and the different leaves and flowers gathered were saved for later analysis or for pressing. A simple vasculum for the carrying of specimens can be made out of a tin can in which beef tongues are sold. If the top is carefully cut off close to the edge the box is nearly complete. Partitions can be made of thin wire, and a cover of a large lard pail will serve as a cover for the vasculum. A little ingenuity is all that is needed. A better one can be made at a trifling cost by any tinsmith, and a good size is 12 inches long, 6 inches wide, and two and one-half deep. A handle of wire is all that is then needed.

Sometimes a field book is wanted. A simple one can be made by taking the top and bottom of a thick paste-board box, 18 inches long, by 8 or 10 inches wide.—The back can be made of stout cloth or leather. The ends and one side should have oil-silk flaps to turn over the paper and prevent specimens from wetting. A shawl strap serves to fasten the book, and as a handle. Common thin blotting-paper will serve for drying paper. This should be cut a trifle smaller than the book.

A simple press can be made of two boards, or slates, about the same size as the field book. Pressure is made by a rope twisted around the middle. In using the press, from 50 to 200 dryers, according to work done by pupils, are wanted. These can be made of newspapers, or any slightly bibulous paper, and should consist of eight or so thicknesses sewed together along their sides,

Forceps, knives, hatchets, and saws, trowels, and small boxes for carrying moss are also necessary articles, readily found in every family.

After six weeks of this out-door general work, each member of the class was assigned special work, in accordance with his taste and ability. One was preparing specimens of wood. A large collection of the various woods in this vicinity was made. Each billet was ten inches long, and four inches thick. Pupils were required to do their own sawing from the trees, then to split each piece of wood in two, lengthwise. These billets were seasoned in a warm room—not by the stove, where they would warp—for at least a month, and planed smooth on the ends and inner side. The common and botanical names were written in common black or Indian ink, and the planed surface varnished with white shellac varnish. The gathering of these specimens by the boys and girls revealed to them certain subjects for essays, and thus served as a double lesson. Justice demands that the girls should have the credit of securing specimens from the hardest and toughest trees.

Another division made large collections of leaves of different shapes and veining, which were analyzed and pressed, and a written analysis of each leaf was presented with the collection. The same was done with the flowers gathered.

Another division of the class mounted specimens of the epidermis of leaves and of petals, and transverse and longitudinal sections of the stem for the microscope. The plain slide was furnished to the pupils, who first ground the edges, then mounted the specimens in balsam, the cover glass surrounded by a ring of sealing wax, and the common and botanical names of the specimen written on the stick-tag at one end of the slide. This is very fascinating work, and any teacher who has Manton's "Beginnings with the Microscope," can readily and easily guide pupils in the work. Cases for holding the slides were also made by the pupils.

Starch tests were also tried by several. These tests for starch in roots are made by applying tincture of iodine with a camel's hair brush. If there is much starch present a violet hue will be perceived; if but a little, only a violet tint will appear. Otherwise there is no starch present. Our pupils were required to make a tabulated statement of the names of the plants they had tested,

and the comparative amount of starch in each.

The school owns one of Crouch's large microscopes, thus affording an opportunity for microscopic study of pollen of a large number of flowers. Pupils were required to make drawings of the pollen as seen by them under the glass. Under the drawings were written the common and botanical names of the plant, and a description of the color, shape, and comparative size of the pollen grains. It might be well to state here that no teacher need be discouraged in this work because her pupils have never been taught to draw. A large proportion of our class never tried to draw until they commenced the study of botany, but by perseverance presented some fine work ere the end of the term.

The rest of the class were engaged in making monographs. Each pupil made a careful study of some one plant; then wrote a description of the same, accompanied by a drawing of the entire plant—root, stem, leaves, and blossom—and microscopic drawings of a ripe pistil, stigma, and ovary, a ripe anther, a pollen grain, transverse and longitudinal sections of the stem, the epidermis of a leaf and petal. This description included the "habitat" of the plant, kind of root, stem and leaf, time of flowering, complete analysis of the flower, and the manner of reproduction.

As no two pupils were allowed to collect the same specimens of leaves, flowers, or cut similar billets of wood, nearly a full collection of the flora and trees of this vicinity was gathered. Also, as no two pupils made slides of similar objects or drawings of pollen from similar flowers, or monographs of similar plants, a large collection of interesting and instructive work was obtained. In order to stimulate other classes to excel this work of a single term of twelve weeks, an exhibit of the same was made at the county fair.

This term the same plan is being pursued, and it is expected that ere the term closes our local collection will be nearly complete. To-day every student is interested in his botany work, and a love for investigation has also developed itself in the other science classes. Try this plan, fellow teacher; it will give you health from outdoor exercise, increase your love for nature and nature's God, develop power of observation and thought in your pupils, and render school life more profitable and pleasant.

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**EFFECT OF ALCOHOL ON THE HEAT OF THE BODY.**

[Prepared by a pupil teacher in the training department of the Normal College, New York.]

**Purpose:** To teach children the nature of our bodily heat, and to mention the evil effects of alcohol upon it. When the fire is low in the stove, what do we do to make it burn better?

"We put on more coal or wood."

But sometimes, even though there is enough fuel, the fire does not burn well. What do we then do?

"We open the draught."

Why?

"To give the fire more air."

Can you guess why the air makes the fire burn better?—It is because a great part of the air is made up of a gas that has a long, hard name; but this gas, as we shall see, is one of man's best friends, and we want to know the names of our friends, even though they are long, so I will write it on the blackboard. Its name is *Oxygen*. But *Oxygen* has many friends, and one he loves the best lives in the coal and the wood that we put on the fire. The name of this friend of *Oxygen* is *Carbon*. (Write on blackboard). So when we open the draught of the stove, *Oxygen* can get to his friend *Carbon* in the coal, and they commence such a lively shaking of hands, and hug each other so hard, that the stove fairly glows with warmth.

Now, although the fire is very useful in warming us, how do we generally feel, even though we are away from the stove?

"We still feel warm."

After little boys have been running very hard, besides being tired, how else do they feel?

"They feel very warm."

And when do they breathe very hard, so hard that we say they pant?

"When they have been running very hard."

What do we take into our lungs when we breathe?

"We take air into our lungs."

Yes, and what does the stove take in through the draught?

"Air."

So you see we are not so different from a stove after all. But who remembers what else is needed besides air to keep the fire burning?

"Fuel is needed."

I wonder who can guess what the fuel is we use in our living stoves.

"Our food is the fuel."

"Name some of the food we eat."

"Bread, cake, meat, fruit, etc."

How different these look from the black fuel that feeds the fire in the stove, but let us see if we are not a little mistaken in thinking them so different. Suppose we should leave some bread, or cake, or potatoes in a hot oven very long, how would they look when taken out?

"They would look black, like coal."

Yes, so you see in the nice white bread and potatoes we have an old friend hidden under cover. What is his name?

"Carbon."

Now, in the stove, *Oxygen* has to go only a little way before he meets his friend *Carbon*. *Oxygen* always keeps a sharp look-out for *Carbon*, and is very glad indeed to meet him; but *Oxygen* must go a long way in our stoves before he can reach *Carbon*. I will tell you a little story about what he sees on the way: When we breathe, where does the air first enter?

"Through the nose or mouth."

Yes, and from there *Oxygen* passes downwards through a long passage-way. This passage-way divides into smaller halls, and these branch off into still smaller ones, until *Oxygen* reaches such a very small one that he can hardly squeeze in. Where are all these little halls?

"In the lungs."

Yes, and in the lungs *Oxygen* sees little streams running by, through very small tunnels. The tunnels have little holes in the side, through which *Oxygen* can see that the stream is as clear as water, but is crowded with pretty little purple boats. *Oxygen* sees his companions getting on the boats, so he gets on also; but no sooner is *Oxygen* on the boats than they all turn a pretty, bright red color. Does anyone know what the little stream with the little boats in it really is?—It is the blood, and

the little tunnels through which it is flowing are the veins in the lungs.

*Oxygen* has a long way yet to float in the stream before he will reach *Carbon*. Besides, the stream passes through a great many wonderful and beautiful places, that you will learn more about bye and bye. At last, after a long journey, *Oxygen* sees his friend *Carbon*, and they are so glad to meet each other, and shake hands so hard, that they make our bodies very warm indeed. Then they both jump into a boat, which immediately changes from its bright red color to purple again. Look at the back of your hand and see if you can see the stream flowing there, which looks purple on account of the great many little boats that are floating in it, carrying the two friends, *Oxygen* and *Carbon*, right back to the lungs. Who can tell how they get out of the lungs at last?

"We breathe them out."

Now, suppose anybody did not eat the right kind of food for fuel, and did not breathe in good, pure air, how would he feel?

"He would feel cold."

I read about a man who did not take the right kind of food. He drank alcohol, which is found in wine, whisky, brandy, beer, and a great many other bad drinks. The *oxygen* that was breathed in by that man found that the little boats in the stream were all shriveled up, and piled one on the other in such confusion that he could hardly get in them, and a great many of the little boats could hardly be loaded with *Oxygen*. After a while the fires would not burn well, and the man began to grow cold.

Not long ago, when some men sailed away up north to explore the cold Arctic regions, where the ice and snow never melt, the captain thought that if he should take a great deal of these alcoholic drinks, like brandy or whisky, for the men to drink, that it would keep them warm; but he soon found out that he was wrong, for the men who drank it suffered a great deal from the cold, and some of them were frozen to death, while those who would not touch it could bear the cold best. (Consult Richardson's Temperance Lesson Book. As a supplementary reading lesson use "Leaflets for Young People," No. 14, Ross, the Arctic Explorer, Published by the National Temperance Society, 58 Reade st., N. Y.)

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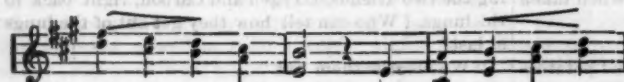


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## The Dawn.



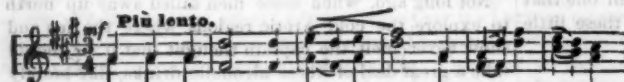
1. The long, long night is o - ver, And  
2. Thy home is in those re - gions Where  
3. Oh, then, from thy per - fec - tion Send



day comes stealing in; The gates of light dis-  
dwells of light the spring, Where loud the heav'nly  
down some ray of love, That in our deep de-



cov - er The ro - sy morn with - in.  
le - gions Their hal - le - lu - jahs sing.  
jec - tion Our guide and staff may prove!



Long hast thou lin-ger'd, bless-ed light, Yet wilt thou not for-



sake us quite, Yet wilt thou not for-sake us quite!

From "School Songs," Geo. Sherwood & Co., Chicago, Ill.

## SELECTIONS FROM WASHINGTON IRVING.

## FOR INTERMEDIATE GRADES.

\*It was advanced by some of the ancient sages that the earth was an extended plain, supported by vast pillars; and by others, that it rested on the head of a snake, or the back of a huge tortoise—but as they did not provide a resting place for either the pillars or the tortoise the whole theory fell to the ground, for want of proper foundation.

\*I cannot help noticing the kindness of Providence in creating comets for the great relief of bewildered philosophers. By their assistance more sudden evolutions and transitions are effected in the system of nature than are wrought in a pantomimic exhibition, by the wonder-working sword of Harlequin. Should one of our modern sages in his theoretical flights among the stars, ever find himself lost in the clouds, and in danger of tumbling into the abyss of nonsense and absurdity, he has but to seize a comet by the beard, mount astride of his tail, and away he gallops in triumph, like the enchanter on his hyppogriff, or a Connecticut witch on her broomstick, "to sweep the cobwebs out of the sky."

\*Theories are the mighty soap-bubbles with which the grown-up children of science amuse themselves.

\*For my own part, until the learned have come to an agreement among themselves, I shall content myself with the account handed down to me by Moses; in which I do but follow the example of our ingenious neighbors of Connecticut; who at their first settlement proclaimed that the colony should be governed by the laws of God—until they had time to make better.

\*Noah, we are told by sundry very creditable historians, becoming sole surviving heir and proprietor of the earth, after the deluge, like a good father, portioned out his estate among his children. To Shem he gave Asia, to Ham Africa, and to Japhet Europe. Now it is a thousand times to be lamented that he had but three sons, for had there been a fourth, he would doubtless have inherited America, which, of course, would have been

dragged forth from its obscurity on the occasion; and thus many a hard-working historian and philosopher would have been spared a prodigious mass of weary conjecture respecting the first discovery and population of this country.

GLASSER.

\*All the world knows the lamentable state in which the poor savages were found. Not only deficient in the comforts of life, but what is still worse, most piteously and unfortunately blind to the miseries of their situation. But no sooner did the benevolent inhabitants of Europe behold their sad condition than they immediately went to work to ameliorate and improve it. They introduced among them rum, gin, brandy, and the other comforts of life—and it is astonishing to read how soon the poor savages learned to estimate these blessings.

\*It was truly a sight that might well inspire horror, to behold these savages tumbling among the dark mountains of paganism, and guilty of the most horrible ignorance of religion. It is true, they never stole nor defrauded; they were sober, frugal, continent, and faithful to their word; but though they acted right habitually, it was all in vain, unless they acted so from precept. The newcomers, therefore, used every method to induce them to embrace and practice the true religion—except, indeed, that of setting them the example.

\*The original claimants of the soil being all dead and buried, and no one remaining to inherit or dispute the soil, the Spaniards, as the next immediate occupants, entered upon the possession as clearly as the hangman succeeds to the clothes of the malefactor—and this right may be entitled the right by extermination, or, in other words, the right by gunpowder.

†I could not go into my mother's room my heart swelled when I passed within sight of the door. Her portrait hung in the parlor, just over the place where she used to sit. As I cast my eye on it, I thought that it looked at me with tenderness, and I burst into tears. I was a careless dog, it is true, hardened a little, perhaps, by living in public schools, and buffeting about among strangers, who cared nothing for me; but the recollection of a mother's tenderness was overcoming.

†There are few things so sleepless and miserable as your cultivation of fashionable smiles.

†I gradually acquired a rusty look, and had a money-borrowing air, upon which the world began to shy me.

†The most thoughtless of mortals will some time or other have his days of gloom, when he will be compelled to reflect.

†How little do we appreciate a mother's tenderness while living! how heedless are we in youth of all her anxieties and kindness! But when she is dead and gone; when the cares and coldness of the world come withering to our hearts; when we find how hard it is to meet with true sympathy; how few love us for ourselves; how few will befriend us in our misfortunes; then it is that we think of the mother we have lost.

†This youngster gradually became an intimate visitor of the family. He talked little, but sat long. He filled the father's pipe when it was empty, gathered up the mother's knitting-needle or ball of worsted when it fell to the ground; stroked the sleek coat of the tortoise-shell cat, and replenished the teapot for the daughter from the bright copper kettle that sang before the fire. All these little offices may seem of trifling import; but when true love is translated into Low Dutch, it is in this way that it eloquently expresses itself.

## SELECTIONS FROM LUCY LARCOM.

## [FOR PRIMARY GRADES.]

Robin, Sir Robin, gay red-vested knight,  
Now you have come to us, summer's in sight.  
You never dream of the wonders you bring,—  
Visions that follow the flash of your wing.

How all the beautiful by-and-by  
Around you and after you seems to fly;  
Sing on or eat on, as pleases your mind!  
Well have you earned every morsel you find.

Run, little rivulet, run!  
Summer is fairly begun.  
Bear to the meadow the hymn of the pines,  
And the echo that rings where the waterfall shines,  
Run, little rivulet, run!  
Run, little rivulet, run!  
Sing to the fields of the sun,  
That wavers in emerald, shimmers in gold,  
Where you glide from your rocky ravine, crystal-cold;  
Run, little rivulet, run!

Run, little rivulet, run!  
Stay not till summer is done!  
Carry the city the mountain bird's glee;  
Carry the joy of the hills to the sea;  
Run, little rivulet, run!

Pussy-Clover's running wild,  
Here and there and anywhere,  
Like a little vagrant child,  
Free of everybody's care.

Lady-Rose is shy and proud;  
Maiden-Lily bashful-sweet;  
Pussy-Clover loves a crowd.—  
Seeks the paths of hurrying feet.

Like all faithful, homely things,  
Pussy-Clover lingers on  
Till the bird no longer sings,  
And the butterfly is gone.

When the latest asters go,  
When the golden-rod drops dead,  
Then, at last, in heaps of snow,  
Pussy-Clover hides her head.

Ho! for the hills in summer!  
Ho! for the rocky shade,  
Where the ground-pine trails under the fern leaves  
Deep in the mossy glade.

Up in the dewy sunrise;  
Waked by the robin's trill;  
Up and away, a-berrying,  
To the pastures on the hill!

Swinging on a birch tree  
To a sleepy tune,  
Hummed by all the breezes  
In the month of June!

Little leaves a-flutter  
Sound like dancing drops  
Of a brook on pebbles,—  
Song that never stops.

He who calls the stars by name  
At his mighty word they came  
Out of Heaven's deep light, to bless  
Life's remotest wilderness.  
Every soul may be a sun,—  
You and I, too, little one!

If I were a sunbeam,  
I know what I'd do;  
I would seek white lilies  
Rainy woodlands through.  
I would steal among them,  
Softest light I'd shed,  
Until every lily  
Raised its drooping head.

If I were a sunbeam,  
I know where I'd go;  
Into lowliest hovels,  
Dark with want and woe;  
Till sad hearts looked upward,  
I would shine and shine;  
Then they'd think of Heaven,  
Their sweet home, and mine.

Art thou not a sunbeam,  
Child, whose life is glad  
With an inner radiance  
Sunshine never had?  
O, as God has blessed thee,  
Scatter rays divine!  
For there is no sun beam  
But must die or shine.

\*From Knickerbocker's History of New York.

†From Tales of a Traveller.



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The little bird's home is the sky,  
Or the ground, or a nest in the tree.  
The little child some day will fly  
From his door-step, new regions to see.  
Bird-like and free  
May his sunny flight be?  
And wherever on earth he may go,  
May his footsteps be whiter than snow!

## SELECTIONS FROM ROBERT LOUIS STEVENSON.

## [FOR PRIMARY GRADES.]

It is very nice to think  
The world is full of meat and drink,  
With little children saying grace  
In every Christian kind of place.

Happy hearts, and happy faces,  
Happy play in grassy places—  
That was how, in ancient ages,  
Children grew to kings and sages.

Cruel children, crying babies,  
All grow up as geese and gabies;  
Hated, as their age increases,  
By their nephews and their neices.

The sun is not a-bed, when I  
At night upon my pillow lie:  
Still round the earth his way he takes,  
And morning after morning makes.

While here, at home, in shining days,  
We round the sunny garden play;  
Each little Indian sleepy-head  
Is being kissed and put to bed.

And when at eve I rise from tea,  
Day dawns beyond the Atlantic sea:  
And all the children in the west  
Are getting up and being dressed.

My bed is like a little boat;  
Nurse helps me in when I embark;  
She girds me in my sailor's coat,  
And starts me in the dark.

At night I go on board, and say  
Good-night to all my friends on shore;  
I shut my eyes, and sail away,  
And see and hear no more.

All night across the dark we steer;  
But when the day returns at last,  
Safe in my room, beside the pier,  
I find my vessel fast.

The moon has a face like the clock in the hall;  
She shines on thieves on the garden wall,  
On streets, and fields, and harbor quays,  
And birdies asleep in the forks of the trees.

The squalling cat, and the squealing mouse,  
The howling dog by the door of the house,  
The bat that lies in bed at noon,  
All love to be out by the light of the moon.

But all of the things that belong to the day  
Cuddle to sleep, to be out of her way;  
And flowers and children close their eyes,  
Till up in the morning the sun shall arise

## FOR RECITATION.

One of these may be recited in the morning as a part of the opening exercises.

## NOWHERE.

Do you know where the summer blooms all the year round,

Where there never is rain on a picnic day,  
Where the thornless rose in its beauty grows,  
And the little boys never are called from play?

Oh! hey! it is far away,  
In the wonderful land of Nowhere.

Would you like to live where nobody scolds,  
Where you never are told: "It is time for bed."  
Where you learn without trying, and laugh without crying,

Where snarls never pull when they comb your head?  
Then oh! hey! you must hie away  
To the wonderful land of Nowhere.

If you long to dwell where you never need wait,  
Where no one is punished or made to cry,  
Where a supper of cakes is not followed by aches,  
And little folks thrive on a diet of pie;  
Then ho! hey! you must go, I say,  
To the wonderful land of Nowhere.

You must drift down the river of Idle Dreams,  
Close to the border of No-man's land;  
For a year and a day you must sail away,  
And then you will come to an unknown strand.  
And ho! hey! if you get there—stay  
In the wonderful land of Nowhere.

—ELLA WHEELER.

## A BIT OF POTTERY.

The potter stood at his daily work,  
One patient foot on the ground;  
The other with never-slacking speed,  
Turning his swift wheel round.  
Silent we stood beside him there,  
Watching the restless knee,  
Till my friend said low, in pitying voice,  
"How tired his foot must be!"

The potter never paused in his work,  
Shaping the wondrous thing;  
'Twas only a common flower pot,  
But perfect in fashioning.  
Slowly he raised his patient eyes,  
With homely truth inspired:  
"No, marm, it isn't the foot that kicks—  
The one that stands gets tired."

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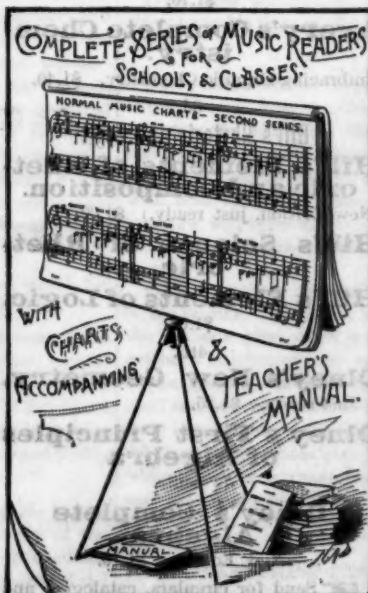
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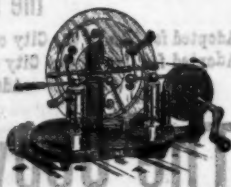
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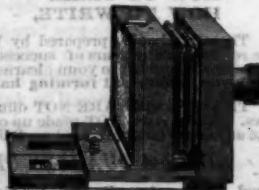
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money and thought of all that it would purchase, for his parents were poor, and had few of the comforts of life, but then as he glanced at the terrible precipice, he shuddered and drew back. At length his eye brightened, and he said, with decision: "I'll go if father will hold the rope." And he went.

#### A KIND-HEARTED MONARCH.

A poor Arab, traveling in the desert, met with a spring of clear, sweet, sparkling water. Used as he was only to brackish wells, such water as this appeared to his simple mind worthy of a monarch, and, filling his leathern bottle from the spring, he determined to go and present it to the caliph himself. The poor man traveled a long way before he reached the presence of his sovereign, and laid his humble offering at his feet. The caliph did not despise the little gift, brought to him with so much trouble. He ordered some of the water to be poured into a cup, drank it, and, thanking the Arab with a smile, ordered him to be presented with a reward. The courtiers around pressed forward, eager to taste of the wonderful water; but, to the surprise of all, the caliph forbade them to touch a single drop. After the poor Arab had quitted the royal presence with a light and joyful heart, the caliph turned to his courtiers and thus explained his conduct: "During the travels of the Arab," he said, "the water in his leathern bottle had become impure and distasteful. But it was an offering of love, and as such I have received it with pleasure. But I well knew, that, had I suffered another to partake of it, he would not have concealed his disgust; and therefore I forbade you to touch the draught, lest the heart of the poor man should be wounded."

#### A BRAVE BOY.

In 1798, a French ship was wrecked off Halifax. All on board were drowned except eight men who clung to the masts. The sea was so rough that although the wreck lay very near the shore no one would venture to put to sea. At length a brave little lad, only thirteen years of age, set off in a small skiff by himself, and with exertion and at extreme risk, he reached the wreck and took off two of the men, for the tiny craft would hold no more. These he rowed in triumph to the shore. After shaming by his example, older persons, who had larger boats, the manly boy set off again in his little skiff; but with all his efforts he was unable to reach the wreck a second time. His example, however, was soon followed by others, and at length the whole of the men were saved.

#### A MINUTE'S ANGER.

Not long ago, in a city not far from New York, two boys who were very good friends, were playing together. In the course of the game a dispute arose between them, and both became angry; one struck the other, and finally one kicked the other, who fell unconscious in the street, was taken home, and now for four weeks has suffered most cruelly. The doctors say that if he lives he will never be well, and will always suffer and need the constant care of a physician. If the boys had been the greatest enemies they would not, could not, have desired a worse fate for each other than this. But, instead of enemies, they were friends and loving companions. Now everything is changed. One will never be able to walk, or to take part in active games; the other will never forget the sufferings he has caused.

A minute's anger caused this.—*Christian Union.*

#### A SWIMMING LESSON.

"Come, come," said Mrs. Swan to her brood one day, "it's high time you young folks learn to swim for yourselves, you're getting altogether too large for me to carry. Jump in now and swim out to that stone."

"O! we can't. We'll drown," cried the cygnets.

"O, very well then, get on your poor mother's back and make her carry you till she sinks to the bottom of the pond," said she. But there was a curious twinkle in her eye as she said it. The young ones piled on her back and she started for the middle of the pond. Suddenly, without a second's warning, she went down under the water and the cygnets were left scrambling about on top.

"Here I am!" she cried, as she rose to the surface a few feet away. "Come here, and I will carry you to the shore." But when they had almost reached her she dived again, to reappear still further away. By the time the shore was reached the young swans had learned they could swim; and they never asked their mother to carry them on her back again.

#### A YOUNG NOBLEMAN.

A poorly dressed woman with three little children, one a babe in her arms, entered a drawing-room car on a passenger train and sat down in one of the elegant cushioned chairs looking very much pleased. But the conductor came along and told her that she must go into another car. Some of the passengers smiled as she hurried out to the common cars, but one little boy looked grave. "Auntie," he said, "I am going to carry my basket of fruit and this

box of sandwiches to that poor woman in the next car if you are willing?"

"Don't be foolish," she said, "you may need them yourself, and perhaps the woman would not want them."

"No," he replied, "I do not want them. And the woman looks hungry and tired. I'll be back in a minute," and away he went with the fruit and the sandwiches. The poor woman accepted them with hearty thanks, and the children were delighted, but no more so than the generous giver.

#### A LAZY BOY CURED.

Tom was a very lazy boy. One day when his mother sent him out to get wood he resolved to run away so that he would not have to work any more. He went a little way, then sat down under a large tree to rest. In a few minutes he felt himself carried along in a boat, in the other end of which he soon found there was a fairy. He asked where they were going. She said, "To fairyland." On they sailed until they reached the land where the fairies dwell. Tom was taken at once to the queen, who, as soon as she saw him, touched a silver bell and up sprang an ugly little dwarf from the floor at her feet.

"Take this boy down to your kingdom," she said, "and set him to work."

"To work!" poor Tom's heart sank at that, but he was taken below and told what he must do. He must chop a great pile of wood, with a very dull ax, and if he did not get it all done that day he would have to do twice as much the next. Poor Tom, he chopped and chopped till his legs and back ached but he could not get it done. While he was wondering what he should do he heard his mother calling him.

"Why, Tom, where have you been so long?" she said. Then Tom told her that he had sat down to rest a few minutes and fell asleep. "But you will not have to wait for your wood again, mother," he said, and ever afterward he kept his mother's wood-box full, and learned to do his share of work.

#### A THOUGHTFUL GIRL.

The first settlers in this country were often obliged to live in strong forts, on account of the savages who prowled about the fields and woods ready to kill or capture all who came in their way. One day two little girls slipped outside the gate and ran down in a hollow near the fort to pick berries. They had not been there long before a sudden flash of light made the older girl look up, and she saw an Indian moving stealthily among the bushes; in his hand

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was a long glittering knife from which the flash of light had come. She looked toward the fort and there was another Indian creeping along in the grass between her and home. She knew it was not best to let them know she had seen them, so she called to her sister, 'Beattie, I think its going to rain, we had better be going home.' They had started slowly, but as soon as they reached the long grass they dropped on their hands and knees and crawled swiftly through it till they were in the road, then they ran quickly to the fort and the gate closed safely behind them.

#### PICTURE STORIES.



Where are these little girls?  
What has the large one been doing?  
Of whom did she buy the candy?  
What is in the counter in front of the woman?  
How much candy did the girl buy?  
What is she doing with it?  
What is the little one doing?  
Which stick will the large girl give away?  
What kind of people keep the best for themselves?  
What do we call those who do not?  
Write a story about these girls.



What is this little girl doing?  
What does she wear?  
How does she stand?  
Where is the boy?  
What do you think about this?  
Make believe he is a fairy boy and tell a story about him.



What has this boy done?  
What is he going to do?  
What is he saying to the dog?  
What will the dog do?  
How long will the boy be gone?  
Will the dog leave his charge?  
Tell something about dogs, using the following outline:  
For what dogs are good.  
What they can do.  
What they know.  
What they like.  
Tell a story about dogs.



What kind of a boy would you call the one in this picture? Does he look like a bad boy?  
Why has he destroyed these things?  
What do you see on the floor around him?  
Tell what he has done to each of these things on the floor.  
What has he done to the doll?  
Whose doll is it?  
What will she say when she sees it?  
What ought he to do for her?  
Tell a story about him.



## TABLE-TALK.

A bird six months old knows more than a child of the same age, but a bird ten years old knows no more than a bird six months old. The longer the child lives the more he knows, a bird may live a hundred years and know no more.

Teacher (in mental arithmetic)—If there were three peaches on the table, Johnny, and your little sister should eat one of them, how many would be left?

Johnny—How many little sisters would be left?

Teacher—Now listen, Johnny. If there were three peaches on the table, and your little sister should eat one, how many would be left?

Johnny—We ain't had a peach in the house this year, let alone three.

Teacher—We are only supposing the peaches to be on the table, Johnny.

Johnny—Then they wouldn't be real peaches?

Teacher—No.

Johnny—Would they be preserved peaches?

Teacher—Certainly not.

Johnny—Pickled peaches?

Teacher—No, no. There wouldn't be any peaches at all, as I told you, Johnny; we only suppose the three peaches to be there.

Johnny—Then there wouldn't be any peaches, of course.

Teacher—Now, Johnny, put that knife in your pocket, or I will take it away; and pay attention to what I am saying. We imagine three peaches to be on the table.

Johnny—Yes.

Teacher—And your little sister eats one of them and then goes away.

Johnny—Yes, but she wouldn't go away until she had finished the three. You don't know my little sister.

Teacher—But suppose your mother was there, and wouldn't let her eat but one?

Johnny—Mother's out of town, and won't be back till next week.

Teacher (sternly)—Now, Johnny, I will put the question once more, and if you do not answer it correctly I shall keep you after school. If three peaches were on the table and your little sister were to eat one of them, how many would be left?

Johnny (straightening up)—There wouldn't be any peaches left. I'd grab the other two.

Teacher (touching the bell)—The scholars are now dismissed. Johnny White will remain where he is.

A Malden schoolmistress thinks that some of her pupils' compositions are funnier than anything of Mark Twain's. From an essay on "Fashion," written by a boy of twelve years, she cites the following: "Sensible people wear sensible fashions, and insensible people insensible fashions." Another hopeful of hers, writing on the subject, "A Rainy Afternoon," evolved from an inner consciousness deeper than that of Josh Billings, the following sentence: "It rained hard, and I could not go outdoors, and so I went out in the shed and sod some wood." In a little straw frame on her mantel is a sentence from the pen of her youngest and brightest, given in answer to the request: "Write, in twenty words, a definition of 'Man.'" It reads thus: "Man is an animal that stands up; he is not very big, and he has to work for a living."

Two young Detroiters, who are acquainted with a country schoolmaster having a school about twelve miles from the city, were invited out to a spelling-school a few nights since, and they took a horse and buggy and drove out. There was a large gathering of farmers and an exciting contest was looked for. Just previous to the beginning of the exercises, a young fellow, whose head

would have bumped a six-foot mark and whose weight was about 160 pounds, called one of the Detroiters aside and asked:

"Are you two fellers going to spell?"

"I guess so."

"Purty good at it?"

"I think we can down you all."

"You do, eh? Now you look a-here? I've come here to-night to spell this school down. My gal is here to see me do it. I hain't no objections to your spellin' along till we come to the word 'catarrh,' but after that you can't drop down any too soon! If either one o' you fellows beat me you'd better have the wings of a dove to fly out o' this, for I'll gin ye both the all-firedest licking two dudes ever got!"

They stood up with him until all the others went down, and then at a look full of deepest meaning both missed and left him victor. When he had carried off the honors he came around and said:

"Much obleeged, and I hope you don't feel hurt. Shouldn't have cared about it, but Susan had her heart set on it, and Susan's got eighty acres of land and a drove of sheep."

More memorial days instead of fewer would benefit our schools.

Julian Hawthorne, who inherits the splendid physique of his father and was in his college days an accomplished athlete, recently gave the following excellent advice to boys, "As soon as you get through your exertions, whatever they may be—and you should never stop until you are through—take off every rag you have on, and rub yourself all over with a towel or flesh brush; the stiffer the better. This may not seem worth while, and yet it is so much worth while, that a prize-fighter would tell you that he depends as much upon that as upon all the rest of his work to get himself into condition. It hardens

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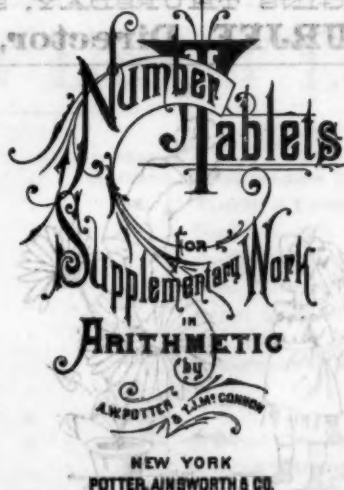
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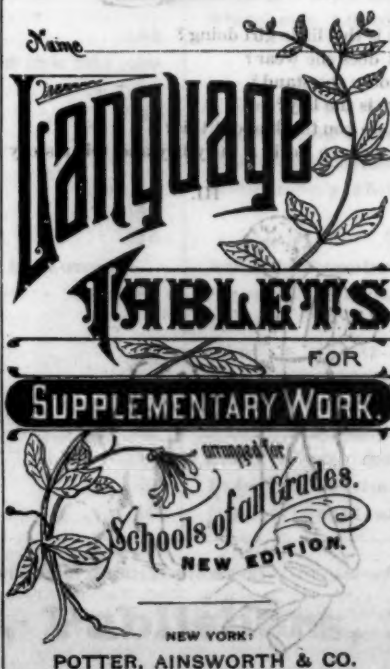
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Has been adopted in the State Normal Schools at Worcester, Mass., Framingham, Mass., River Falls, Wis., Westfield, Mass., Plymouth, N. H., San Jose, Cal., etc.

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and toughens the muscles, and it frees the pores of the skin, upon the state of which, at least as much as upon any other part of the body, depends the general health and efficiency. Never, if you can possibly help it, let perspiration dry on the skin. And pains you take to prevent that will be well invested."

## READING CIRCLES.

### IOWA.

Supt. O. A. McFarland called a meeting of the reading circles of Chickasaw County, Iowa, on the 20th of May. The meeting was held in New Hampton. Seldom has an educational gathering in that county been more interesting than this one. Following is a list of the exercises:

Address by the Superintendent,  
The Political History of Egypt, John E. Wherry.  
Manners and Customs of the People, Emma Gibson.  
The Rewards of the Teacher, Hattie McCaughy.  
Music.  
Conducting Recitations, Prof. M. M. Gilchrist.  
Longfellow and Whittier, Miss G. M. Cameron.  
Cyrus the Great, A. F. Kemmen.  
Music by Male Quartette.  
Phoenicia, Gertrude Wachtel.  
Sparta and Athens, Chas. Heath.  
The Persian Wars, Isabella Powers.  
Music.  
Pericles, Miss N. E. Kinney.  
The Peloponnesian Wars, Silas Potter.  
Alexander the Great, Ellen Russell.  
Hannibal, S. L. Allen.  
Mutual Aids in Teaching, E. E. Overfield.

The SCHOOL JOURNAL urged several years ago that the County Association should mark out a course of reading; the suggestions made have fruited in a larger way than was expected. The plan at the bottom of the circle is to select one book or more, to read and meet for discussion; at certain times to have a written examination. The great object sought is an improvement in the science and art of teaching. The selection of books is very important. There are many educational books that have little relation to the practical duties of the school-room.

The reason for the popularity of Parker's "Talks on Teaching," lies in the clear statement of fundamental ideas. Reading circles have usually selected this as their first book. The "Quincy Methods" is a companion to the "Talks on Teaching," the latter gives the principles that underlie the work at Quincy, where Col. Parker became so famous; the latter shows by pen photographs the actual methods employed in the Quincy schools.

"Payne's Lectures on Education," Tate's Philosophy of Education, Fitch's Lectures on Teaching" are probably the next volumes to be chosen. No teacher who sits down to a careful reading of these volumes can but make progress. The reading circle proposes this very object and it will prove a great power in the land. It has aroused many a teacher to see that there are principles in the art of teaching.

The state associations should discuss live questions and answer them. Are we to establish reading circles? Can we not make some progress towards bringing teaching into professional line? Are our normal school graduates to continue to be cheated out of their well-earned degree of M. T.? Is the county superintendency to be under the control of political organizations? These and other questions are just now of great interest.

## CURRENT THOUGHT.

Whoever interests himself in the progressive work of the school-room must be prepared to endure the sarcasm of the men who should inspire him.—*N. E. Journal of Education.*

We congratulate our President. He does well. Late in life to take the step and taste the joys of wedded bliss, he acts wisely and not too late.—*Albany Journal.*

Whatever sweetens life and increases its joys must be of essential value and in especial requisition amid the cares and responsibilities of high official station. For this cause mainly the whole people will rejoice with the President in his marriage joys, and hope with him in his nuptial hopes.—*Washington Post.*

The prospects of poor Ireland go up and down like a thermometer on the shore of a great lake in summer time. Why John Bright should denounce even a narrow measure of self-legislation for Ireland is hard to see. A century of harsh oppression seems to have blinded good men. There is no use in calling John Bright names. He is one of the best and greatest of statesmen. But how can he deny to his fellow men the self-government for which they so devoutly pray?—*The Current.*

The spontaneous, unconcerted movement of Grant's old soldiers have revealed the fact that New York, already the one locality that was richest in revolutionary memories, has now become far more interesting as the burial place of Grant.—*New York Mail and Express.*

There is once more a wife at the White House. To nearly all men the intense degree of interest which nearly all women have exhibited in the Presidential marriage has furnished more food for thought than the fact of the marriage itself. The wedding cements no nations. It implies no heir to the White House, for the very next occupant of the greatest of human offices may even now be rooming over some hardware store in Albany or Buffalo.—*The Current.*

O! mighty agent of a grateful people, we are here to do you honor. O! inspired genius, we come to render testimony of the beneficence of your work. Noble citizen, kind husband, loving father, good friend, great captain, chosen agent! the work thou hast done will shine from the firmament as a new star to light the coming generation. Its rays shall pale the rich troopers of the night, and forever flash with undiminished fire in the presence of the god of the day. Until another year shall reawaken the flowers and fill the vernal air with incense, we leave thee with the faithful spirits that guard thy rest and smile about thy tomb.—*General Logan at Grant's Tomb.*

Oleomargarine can be made at a profit for ten cents a pound, so that it will be seen how strong is the temptation to dispose of it as the better article, a temptation that no application of the law is yet known to have overcome.—*Montreal Gazette.*

Following close on the rights of the franchise comes this question of temperance which seeks recognition and cannot be turned aside. The country is moving forward at lengthened pace in its temperance sentiment, and in opposition to the curse of strong drink. There is nothing to fear; real reforms do not go backward, and temperance is one of them. America is improving, and the signs of the times indicate that at no remote day temperance will become the settled policy and practice of the United States.—*St. Albans, Vt., Messenger.*

Instead of true hygiene, of self-denial from unwholesome foods, wrong habits of life, sluggishness, exhausting pleasures and overwork, people do as they please, eat what they like, break every rule of health from breakfast to bed-time, and keep on dosing themselves with correctives, instead of living temperately. There is a temperance in work, as in food and drink, and in pleasure as in business, just as there is a growing intemperance in drugs.—*Ledger, Philadelphia.*

Concerning the Rev. William B. Greene, of West Brookfield, this story is told. "A man died in the neighborhood, and the reverend colonel was called upon to officiate at the funeral. Some time afterward, on inquiring why he was summoned to the funeral of a man not of his flock, he was told: 'Mr. — did not believe in much of anything, and we thought your belief came the nearest to nothing of anybody's, so we sent for you!'—*Worcester Spy.*



## EDUCATIONAL NOTES.

## COLORADO.

COM. W. H. MCCREERY sends some very fine samples of language work done by the pupils of his county. He is getting ready for a large institute at Ester Park this summer. Col. and Mrs. Parker are to be present.

Colorado College has been plunged into insolvency, perhaps by bad management. Its friends have taken hold of the case with great energy, and provided for \$100,000 of its debt. The remaining \$30,000 is in a condition that it can be handled, and Prof. George N. Marden is doing a grand work in removing the burden and securing endowment.

## CONNECTICUT.

Report of the Industrial Exhibition of the New Haven Schools.—Hardly two months elapsed, after the exhibition had been decided upon, before the eight departments were crowded with the productions of twelve thousand school children and opened to the public. Including the pupils, who were favored with the first visits to the hall, about twenty-five thousand persons enjoyed the display. No admission fee was charged, as the exhibition was for the benefit of the friends and patrons of the schools, and was designed to give a better knowledge of what was being done, as well as to secure the interest and encouragement of the people. The expenses were very small, though the hall was very conveniently fitted up. Much surprise was expressed by visitors generally that such creditable work could be done by so young children, for the primary and grammar schools were profusely represented, while high school work was exhibited only sparingly. Each department was in charge of a principal and an assistant committee of teachers. Department "A" included the written work, specimens of penmanship, language work, copying, dictation, letter-writing, and composition. Every school-room was represented here from the high school to the lowest primary. Here, as in other departments, the work was shown not by schools, but by grades, the chart of one school shown side by side with those of all others of the same grade. This made manifest the symmetry and uniformity of results attained. Department "B" showed the maps and charts. Map drawing, being justly considered an important kind of hand training, and of great value in fixing and making permanent geographical knowledge, has been encouraged. Many varieties were shown—outline, relief, political, historical, and others. By request, Supt. Dutton will send to Topeka specimens from this section of the exhibition. Department "C" comprised the drawing—free-hand, mechanical, architectural, geometrical, perspective, and objective. Mechanical drawing, with development of geometrical solids, has been taught in the highest grades of the grammar schools for two years, with free-hand throughout the lower grades. The high school has done superior work in the more advanced lines, including plans of houses, working drawings, and orders of architecture. In department "D" was gathered the miscellaneous and ornamental work. Most of this was, of course, done at home, and included a vast number of articles, useful, ornamental, artistic, or all combined. Here were paintings, sofa-pillows, scarfs, tidies by the score, beaten brass-work, artificial flowers, etc., etc. Individual articles were prominent, such as a small pair of pantaloons, a smoking jacket, a well-made pair of shoes, a miniature coffin, daintily dressed dolls, and other things in great variety.

Department "E" was filled with the kindergarten and busy-work, showing the occupations by which the youngest pupils are developed in manual skill, the perception of relations of numbers, forms, and colors, as well as the elements of geometry and natural science. The work from the training schools showed gratifying attainments in this line.

Department "F" was given to the work in clay and plaster, which has been carried on in three of the schools, one or two hours a week after school having been given to it. The models and casts shown evinced much skill in the art.

Department "G" exhibited the results of the introduction of the teaching of plain sewing since February last in the intermediate grades of the grammar schools. Each girl thus instructed contributed at least one finished article. The work included several dresses, under-clothing, aprons, quilts, pillow-cases, and all kinds of household linen. This exhibit won universal commendation and approval from the hundreds who carefully examined it.

Lastly came Department "H," which was not exceeded in interest by any other part of the exhibition. During the last year, classes from eight grammar schools have been given instruction in woodwork. So successful has been the experiment, that the Board of Education has recently voted to secure central rooms and employ an instructor, who shall give his whole time to manual training. The work shown under this head was even more conspicuous for its nicety than for its variety, which comprised all kinds of joints, geometrical solids, stools, steps, wheelbarrows, blacking-cases, clothes-horses, picture-frames, toys, music-stands, book-cases, etc. Many articles in this department were offered for sale, and found ready buyers; for instance, one boy received seven dollars for his book-case.

The Annex must not be overlooked, in which were arrayed emptying edibles, such as bread, cake, puddings, jellies and candies. Several New Haven parties and individuals presented prizes in classes "C" and "H."

The universal verdict seems to have pronounced the undertaking a complete success.

Among the visitors from out of town may be noted, Principals Edwin Shepard, of Newark, N. J.; J. S. Cooley, of Windsor Locks; S. P. Williams, of Plainville; Symonds, of Bridgeport; C. A. Tucker, of Norwalk; F. T. Barrows, of Hartford; Supt. M. S. Crosby, of Waterbury, with ten teachers; members of Board of Education and teachers from Colchester; a delegation from Beauford; School Visitors Dr. Chapin, of Meriden, and J. M. Russell, of West Stratford; Prof. A. B. Merrill, of the state normal school; and Geo. B. Kilbourn, instructor in manual training at Springfield. A. B. FIFIELD.

## DAKOTA.

We have received the first annual catalogue of the Dakota Territory Agricultural College. The total attendance of males and females is 78. The college buildings near Brookings, Dak., have

not yet been completed. The college farm consists of eighty acres of good land, part of which is cultivated. The subject of agriculture is taught by lectures. The faculty hopes to be able soon to build a dairy and establish a herd of thorough-bred cattle. Special attention is paid to the sciences, which underlie agriculture, such as chemistry, botany, etc., to familiarize the students with agriculture, horticulture, care and growth of stock, and the general management of farms, without, however, excluding classical studies.

## DISTRICT OF COLUMBIA.

The Howard University Summer School of Chemistry offers, from July 6 to Aug. 15 inclusive, instruction especially adapted to the wants of teachers of chemistry in secondary schools. The fee for the course is \$25, with from five to six dollars expenses for apparatus and materials consumed.

## FLORIDA.

An institute for the benefit of the colored teachers of East Florida, convened at Jacksonville, May 21. The instructors were Prof. John A. Graham, assisted by W. M. Artrell, and Mrs. N. K. Ingram.

## INDIANA.

The fourth annual session of the Northern Indiana State Teachers' Association will be held at Maxinkukee Lake, June 29-July 1. The program contains the following papers and addresses: "Arnold Guyot and his Ideas," by M. Seller, of the state normal school; "Duties of the Teacher to the Reading Class," by G. L. Vorhees, superintendent of schools, Crown Point; "Doing by Learning," by S. S. Parr, principal normal school, De Pauw University; "What should be the Test of Promotion?" by R. W. Wright, superintendent of Kendallville schools; "Enthusiasm—Pro and Con," by Isabel J. Burke, of Michigan City schools; "Governments by the People," a lecture by Prof. J. A. Woodburn, of the Indiana State University; "Music as a Branch of Education," by Prof. W. T. Giffe, of Logansport; "Upon this Rock," by E. R. Smith, professor of English literature and history, Purdue University; "Education Made Practical," by W. H. Hallman, superintendent of La Porte schools. —Laurens County institute will convene at Mitchell, Aug. 30. —Newton County institute begins Aug. 10, and continues two weeks.

## KENTUCKY.

The First Congressional District Teachers' Association meets at Kuttawa, Lyon County, on the 5th and 6th of July, and the State Teachers' Association meets at Louisville, the 7th, 8th, and 9th of the same month; thereby making it convenient for those that desire to attend both meetings to do so by making one trip.

## MASSACHUSETTS.

The Worcester County Teachers' Association was held at Milford, May 29. Over 300 teachers and superintendents were present. The following program was carried out: Essay by W. H. Small, principal of the high school, Hudson, on an "Industrial Exhibition; Its Aim and End;" essay by Principal S. L. Brown, of the Lancaster high school, on "Education in the Public Schools; Its Limitations and Possibilities;" "Language Teaching in Intermediate Grades," Miss Sarah J. Barber, of the South Street grammar school, Fitchburg; "Alcohol; Its Relation to Teachers," H. B. Hayden, principal of the high school, Sterling; "Grammar," an essay by R. C. Metcalf, supervisor of schools, Boston, which was noteworthy for its thoroughly useful and practical suggestions. The closing and noteworthy address of the session was made by Miss Alice E. Freeman, president of Wellesley, on "Why Should Girls Go to College." It was highly scholarly, and lasted about an hour, presenting in a strong manner the advantages of collegiate education for women, at the same time indirectly refuting much unfair criticism.

## MINNESOTA.

The twenty-eighth annual commencement exercises of the Winona state normal school were held May 26. There were present the Hon. D. L. Kiehle, State Supt. of Public Instruction; Mayor Willis, President Kelly, of the Board of Education; the clergy of the city, and a large gathering of the citizens and friends. The essays of the graduates were remarkable for their practical drift, showing that the right kind of education does not unfit people to grapple with the problems of everyday life. —Supt. Sperry, of Dodge County, recently established a teachers' library in his county. The nucleus was formed by his contribution of forty volumes of pedagogical works. This is an example highly to be commended.

## NEW HAMPSHIRE.

The three-days' meeting of the teachers' institute, at Farmington, is regarded as a success, 116 teachers having been present, besides many citizens. The meetings were addressed by Prof. Quimby, of the coast survey, on mathematical work; by Dr. C. R. Walker, on emergency needs; by Prof. J. W. Webster, on penmanship and on geography; by Prof. E. H. Barlow, on reading; by a former and favorite principal of the Farmington high school—E. J. Goodwin—now master of the Nashua high school, on chemistry and philosophy; by the accomplished vice-rector of St. Paul's Church, Concord—Rev. D. C. Roberts—on drawing the latter gentleman also giving a learned lecture in the evening, followed by a stirring exposition of the school law by Supt. Patterson, whose speaking reminds one that oratory is still existent. Prof. J. K. Lord, of Dartmouth College, gave a careful and thoughtful lecture on the school system of Germany; and Hon. W. H. Mowry, of Boston, concluded the exercises by a fine lecture on the purchase of Louisiana. He read also a short but excellent essay on public school morals.

## NEW JERSEY.

The pupils of the eastern public school of East Orange, N. J., held an industrial exhibition on Saturday last, displaying articles made at home.

## NEW YORK.

The second semi-annual meeting of the Schenectady County Teachers' Association was held at Quaker Street, June 4 and 5, and was the largest of its kind ever held in Schenectady Co. The opening session of Friday afternoon was occupied in the discussion of twenty questions on the topic of "School Management and School Law," presented by school commissioner Van Santvoord. The evening exercises, of a varied kind, drew forth a crowded assemblage of the residents of the village. Saturday

two sessions were held. The usual twenty questions each were presented respectively on "Primary Arithmetic," by Miss Annie Miller; and "Hygiene," by Miss Sarah Maxwell. An excellent exercise was given on "Diagramming in Grammar," by Miss Mary A. McClelland, teacher of English grammar and history at the state normal school at Albany. The final exercise was the contents of the query-box, which was assigned by the teachers to Prof. Samuel B. Howe, superintendent of the Schenectady city schools. Prof. Howe did full and ready justice to a handful of questions of everyday interest in school-work. The association meeting was a marked success in every respect. The residents of Quaker Street vied with one another in generous hospitality to the teachers.

The Rockland Co. teachers' institute met at Manuet, May 15, with Pres. T. W. Saffern in the chair. Miss Laura G. Hill gave a class exercise in number; Mr. H. G. Jones gave a very interesting exercise in numbers, showing how many of the old processes can be greatly shortened; Miss Estelle Demarest read a paper on the life and growth of plants. The next meeting will be held at Blauveltville, June 12, with the following program:

Commissioner T. W. Saffern—Language, (continued.)

L. B. Antisdale—Algebra.

W. H. Wilcox—Metric System.

Andrew Jersey—Second Year's Work in Primary Reading.

H. P. Fay—Percentage.

A. C. Duell—Address.

Prof. H. B. Buckham, principal of the Buffalo State Normal School, resigned his position, June 9, after fourteen years' service.

The Saratoga Co. teachers' association was held at Waterford, May 21 and 22, with an attendance of over ninety teachers and many citizens. Miss Anna M. Spence, of Saratoga Springs, read a very able paper on "Methods of Teaching History," the summary of which was

The methods to be employed depend upon the choice of motive in teaching history.

A study of the pupils as a class and as individuals; a knowledge of their degree of preparation, of their abilities and limitations is necessary to guide in the selection of methods.

The teacher's preparation requires the mastery of the subject in its broadest outlines and its closest details; a knowledge of it politically, biographically, philosophically, the mind to be well stocked with the amusing, heroic, and tragic stories of each era; but he can get along with much less.

Principal Jared Barhite, of Saratoga Springs, closed a very instructive paper on "How to Teach Reading," with the following remarks:

"As important as the best methods of instruction may be, and we believe them to be of great importance, they cannot produce good results of themselves. Behind them and before them there must be a teacher of energy, tact, and perseverance, to produce the best results.

Methods may be members of the educational body, but the teacher must be the body and soul to give life and power to the members.

"A live teacher seldom has a very poor method, but were it so, we much prefer the work of an earnest, live teacher who has the power of creating enthusiasm in her class, even with poor methods, to that teacher who may have an excellent written code of methods, but lacks personal power in the presentation.

"Poor methods with a dull teacher make dunces of those, who under better influences might be fairly intellectual. Good methods with a live teacher will awaken the sluggish, interest the dullard, and draw the attention of the listless. There is a magnetic charm in earnestness that wins."

Miss Jessie A. Seelye read a paper on "Spelling," which met general approbation; Principal Frank H. Ames, of Stillwater, one on "Examinations," in which he dwelt upon the necessary distinctions between the use and the abuse of the same. Principal J. H. Weinman, of Schuylers, will close the program with a very suggestive paper on "The Teacher's Attitude."

The three institutions, under the care of the corporation of Madison University, at Hamilton, N. Y., have a total attendance, this year, of 300. Of this number, ninety-seven are in Madison University, fifty-five in Hamilton Theological Seminary, and 148 in Colgate Academy. The University provides four courses of study: the Classical course, a Greek-scientific course, a Latin-scientific course, and an English-scientific course. A new building, valued at \$25,000, has been erected for the departments of Chemistry and Physics. The library contains 18,000 volumes, and is rapidly increasing by the expenditure of the annual increase of the Library Fund of \$25,000. The Trevor Educational Fund of \$40,000 has established forty scholarships—twenty free tuition scholarships, of thirty dollars a year each, and twenty full scholarships, of ninety dollars a year each, for the benefit of those who have served in the army or navy of the United States. Students from all denominations of Christians are admitted to Hamilton Theological Seminary. No charge is made for tuition.

The faculty of Cornell University, on Dec. 9, determined, by unanimous vote, after long and repeated sessions, to adopt the system of elective studies as described and recommended by President Adams in his inaugural address. The plan agreed upon is practically the one carried out at Harvard, with possibly some slight modification; and by this action Cornell becomes the pioneer of elective work among institutions of learning in the middle states, just as was Harvard in the east, and the University of Michigan in the west.

## OHIO.

A sixteen-year-old school-teacher in Pike Co., says *The Woman's Journal*, had among her pupils a big hulking boy of eighteen. He defied her authority, and she administered a severe switching. The weeping youth went home and complained to his parents who had the teacher arrested for assault and battery. The appearance of the parties in court, however, was so ludicrous when comparisons of sex, weight, and stature were drawn, that the case was dismissed amid inextinguishable laughter.

The annual institute of Caldwell Co. will be held at Hamilton July 6-21. The faculty consist of Com. W. T. Pugh and Com. Henry Geo.

The second meeting of the Wayne, Ashland, and Medina Co. Teachers' Association was held at Seville, May 7 and 8. The inaugural address of the president, B. J. Mills, was upon the subject of "National Aids." Supt. E. F. Warner, of Doylestown, gave some very valuable suggestions on the teaching of geography, which was further discussed by Mr. J. A. Lowrie, of Chatham Center. Supt. Herriman spoke of "The Teacher's Study out of School Hours." Supt. J. L. Wright, of Orrville, read a paper on "History." Miss Serepta Henney, of Red Haw, discussed the work of the "Lady Teacher." Supt. Wm. F. Clark, of Medina



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Co., discussed "The Needs of Our Country Schools." One of the needs, he thinks, is the ornamentation of the school houses and grounds; his suggestions for this work were highly prized by the teachers. The meeting was considered a grand success. The next one will be held at Ashland in October.

Supt. W. A. McIntyre, of Wapello Co., will open a school exhibit at Ottumwa, August 18.—Supt. J. H. Carson holds his institute August 9-20.—The Caldwell high school commencement will be held June 11.—Supt. J. B. Garber, of Point Pleasant, has been called to Warren Co.—O. V. Wells has been elected principal of the Fairview schools for the coming year, and Miss Wilks Kesseling teacher of the primary department.—Supt. G. T. Hancher, of the Batesville schools, has received a unanimous reelection.—Supt. Miller, of Caldwell, will begin a normal school at that place, July 12, to continue eight weeks. He will be assisted by F. M. Gill.—A special term of Lee's Male and Female Academy will open at Loxa, July 26, and continue five weeks.—Supt. J. H. McCague, of Paulding Co., held an examination at Paulding, June 10.—The summer normal school at Central College begins July 19, and continues six weeks under the management of L. J. Graham, assisted by Prof. R. K. Porter and Miss Dora Martin.

The attendance this year at Oberlin College is twelve less than it was last year. The number of students last year was 1,314 this year there are 1,302.

The University of Cincinnati is occupying temporarily the building of the Hebrew Union College. Under the management of President Cox, the institution is compelling the public to give it the recognition it deserves, as may be seen from the increased number of students.

#### PENNSYLVANIA.

Commencement week at the Bloomsburg state normal school began June 20, with a baccalaureate sermon by the Hon. E. R. Higbee, D.D. On Monday occurred the entertainment of the Model School; on Tuesday, the examination of undergraduates and an address to the literary societies by Prof. W. B. Owen; on Wednesday, class day exercises and Calceplan reunion; on Thursday, alumni reunion and senior reception. The next term begins Aug. 31.

#### SOUTH CAROLINA.

The Hon. HENRY HOUCK, of Pennsylvania, will conduct an institute in Aiken, beginning Aug. 2.

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#### TEXAS.

Mr. E. L. BLACKSHEAR, of Austin, is holding a summer school for colored teachers at Seguin, Guadalupe County, to close July 2, when the summer normal institute will begin a four weeks' session. After the close of the institute the school will resume its work for another four weeks.

#### WEST VIRGINIA.

The State Teachers' Association will be held at Mountain Lake Park, July 6, 7, and 8. There will be eight or ten papers read by the most prominent teachers of the state, and addresses by Geo. B. Little, of Washington, D. C.; Dr. Payne, president of Delaware College, Ohio; and Dr. S. F. De Hass, ex-United States Consul to Jerusalem.—Ex-County Supt. David and Mr. W. M. Blair have just closed a very interesting and profitable normal school at Salem, numbering forty students.

#### FOREIGN.

The University of Heidelberg is preparing to celebrate the fifth centenary of its existence in a few months. Great preparations are being made for the coming event in that historic city, and 80,000 marks have been collected for that purpose by the citizens. A number of changes and experiments have been made in the venerable university building.

### THE THINGS OF TO-DAY.

Oliver Wendell Holmes has received great honors at Cambridge, England.

To show their interest in the temperance reform and to encourage their people to follow their example, the King and Queen of Sweden have taken the pledge.

The funeral of a young man in Belfast who was drowned when the Orangemen employed in Queen's island ship yards attacked a small body of Catholic workmen and drove them into the water, took place on June 6, and 20,000 persons marched in the procession, which was entirely orderly until a mob of Orangemen suddenly charged upon the moving body of Catholics. A desperate and bloody fight ensued. The Catholics, taken unawares, were confused for a moment, but soon rallied, and with a tremendous onslaught scattered the Orangemen in every direction. Several shots were fired during the affray. The Orangemen collected their scattered numbers and returned to the scene, but the police, meanwhile reinforced, succeeded in preventing a renewal of the conflict, and restored comparative order.

The Cheyennes have gone to Tongue River, where, at the mouth of Cook Creek, they are engaged in the barbarous and bloody orgies of the sun dance, in which novitiates become warriors and braves by the ordeal of torture.

Even the Arctic regions have their bleak and frozen solitudes brightened with floral bloom and beauty, as 782 kinds of flowers are said to exist there.

The anarchists indicted for murder in Chicago when arraigned pleaded not guilty. The Grand Jury, in their presentment, found that the riot and bomb throwing were the result of premeditated conspiracy.

The tariff free trade bill in Congress is defeated.

Winfield H. Thompson, son of Rev. Dr. Thompson, of Kansas City, shot himself and his young wife in this city last week.

Mr. Gladstone is prosecuting his campaign with all the vigor of a young man.

A congress of American governments is proposed.

Anarchists in New Haven are subscribing to pay Herr Most's fine of \$500.

No American industry seems to be ruined by the purchase of cheap foreign fish-baits.

The House has voted down the mail subsidy scheme.

Various bodies of the Knights of Labor have sent to Congress resolutions indorsing the action of the House in reference to railroad grants, and demanding the forfeiture of all land grants where the conditions of the grant have not been strictly complied with.

The Pension bill has passed the Senate. On motion of Mr. Logan it was so amended as to cover men who had only served three months. Senator McPherson moved that the bill be sent back to committee with instructions to prepare an estimate of the expenditure which would be involved; but this was rejected by a decided majority. There seems to be a general willingness in both parties to use public money in buying votes. In the House, Mr. Morrison intends to move that the twenty or thirty millions which the bill makes necessary shall be raised by an income tax, which may operate to "discourage" it.

The House Committee on the Electoral Count has reported a bill proposing a constitutional amendment creating the office of Second Vice-President.

The Judiciary Committee of the same body has agreed to report a constitutional amendment against polygamy. The amendment proposed defines polygamy as "the marriage relation, by contract or in fact, by one person of either sex and more than one person of the other sex." The National Government is given power over such cases.

The bill to create an Irish Parliament in Dublin was defeated on the question of its second reading, June 8, by a vote of 341 to 311. The scenes attending this momentous division were exciting in the extreme. Mr. Goschen had attacked and ridiculed the bill with force and skill. Mr. Parnell had replied in cool and measured words, stating the case of Ireland temperately, and carefully concentrating upon the point that since eighty-six years of coercion by an English Parliament had failed, Ireland should be given the chance to find peace in ruling herself under and for the good of the Empire. Mr. Gladstone in his turn made a powerful and touching appeal likewise. When the announcement was made, the Orangemen hurled jeers and taunts at the Nationalists, who replied with angry cries and taunts. The Tories yelled themselves hoarse; the Liberals sat still and silent. Thus ended the first great battle for Ireland's home rule.

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## PERSONALS.

HENRY M. STANLEY, although poor in health, is in Rome conferring with the Italian Geographical Society with a view to further explorations on the dark continent. He is a wonderful life—from the poorhouse to world-wide fame, and the guest of kings.

DR. F. LOUIS SOLDAN, principal of the St. Louis City Normal School, and late president of the National Educational Association, will spend the summer in Europe. He sailed on the steamer *Alaska* on the 23d of this month.

PROF. C. W. G. HYDE, of the St. Cloud (Minn.) State Normal School, has lately received from Prof. H. L. McGentie, of Gates College, Neb., the following:

"While in Minnesota last year, I saw your text-book on book-keeping, and was so much pleased with it that I would like to use it in my normal institutes this summer."

Prof. Hyde, a member of the state institute faculty of Minnesota, is especially adept in writing, book-keeping, and accounts. His little book contains much that will help the public school teacher.

REV. RICHARD CHENEVIX TRENCH, D.D., who died recently, was born Sept. 9, 1807, was graduated at Trinity College, Cambridge, in 1829, and was ordained to a country curacy. In a few years he began to publish poems which were favorably received, including the "Story of Justin Martyr" and "Genoveva." He afterwards became Hulsean Lecturer at Cambridge, Theological Professor at King's College, London, and Dean of Westminster, finally being appointed Archbishop of Dublin in 1864.

REV. JAMES M. TAYLOR, who has been elected President of Vassar College, entered Rochester University in 1861, graduating with the degree of A.B. He entered college when he was sixteen years old. His native home was Brooklyn, N. Y., where his father was also a clergyman. As a preacher, he speaks extemporaneously, and his remarks bear the impress of real thought. A penitent he has, is for historical study, and in this line he has become famous among the members of his own ministry.

DR. JOHN H. FRENCH has recently conducted institutes in Cambridge, Washington Co., and Gloversville, Fulton Co., N. Y. Dr. French is as hard at work as ever, with none of his youthful vigor or force diminished.

PROF. GEO. B. LITTLE, of Washington, D. C., will be engaged for three weeks this summer in West Virginia, one week in North Carolina, three weeks in Illinois, and one week in Iowa. His "Chalk Talks" have become widely known, and are every where received with great favor.

JAMES JOHNNOT, for many years well known as one of the foremost educators of this country, is now busily engaged writing his historical supplementary readers. These will be designed for the younger pupils, and contain matter and method adapted to meet the wants of our schools. He has resigned his position as a member of the state institute faculty. His health recently has

much improved. He has prepared for the JOURNAL a very valuable article on "Some Principles which have become Established."

PROF. TIMOTHY DWIGHT was unanimously elected as the successor of Dr. Noah Porter, as president of Yale College, and will be inaugurated on July 1, the day after commencement. His grandfather, Timothy Dwight, who was a grandson of Jonathan Edwards, was president of Yale from 1795 until 1817. President Dwight was born at Norwich, Conn., in 1828, was graduated from Yale in 1849, was licensed to preach in 1853, after a course in the Theological School, studied at Bonn and Berlin from 1856 to 1858, and in the same year was appointed Buckingham Professor of Sacred Literature in the Yale Theological Department. He is rich, and gives his year's salary to the Theological School. He has long been one of the editors of *The New Englander*. He is a man of progressive ideas, and much liked by the faculty, the alumni, and the students. His election as Dr. Porter's successor has long been a foregone conclusion.

## NEW YORK CITY.

Teachers living in the vicinity of New York, or who pass through New York on their way to Saratoga to attend the National School of Methods, will do well to buy round-trip ticket on day boat from New York. The rates have been reduced to teachers who attend the school to \$4.90. Those coming over the day boat and paying full fare, can secure reduced rates at Saratoga on return. The regular railroad fare for the trip is \$8.40.

## TEACHERS' MUTUAL BENEFIT ASSOCIATION.

The above named association was organized June, 1885. The first annual report of its financial secretary shows a membership of 1157, and a total collection of \$12,923.70. The officers-elect for 1886-7 are: President, Jacob T. Boyle, Grammar School No. 75; 1st. Vice-President, Dubois B. Frisbee, Grammar School No. 4; 2d Vice-President, Miss M. Louise Clawson, Grammar School No. 48; Recording Secretary, Abner B. Holly, Grammar School No. 54; Corresponding Secretary, Miss Sarah F. Bucklew, Grammar School No. 49; Financial Secretary, Alanson Palmer, Grammar School No. 15; Treasurer, Samuel Ayers, Grammar School No. 58.

John Jasper, superintendent of the public schools of this city, sailed for Europe last Saturday with his family, on the "City of Richmond." He will return in September. Mr. Jasper expects to visit some of the principal public schools in England and Germany during his stay in those countries.

The commencement of the Normal College occurred June 24, at 10 o'clock A. M.

The reception of female department of Grammar School No. 77 (1st Ave., corner 57th St.), took place Tuesday, June 22, at 9.30 A. M.

The trustees of Columbia College are not ready to commit themselves unreservedly to co-education, but they come nearer to it each year. Three years ago they resolved to give women who studied at home or where they pleased except at Columbia, and passed the examinations which the boys had to endure, a certificate showing what its recipient had done. Now they have decided to confer upon such women students the degrees they would be entitled to if they were young men. The charge of "old-fogyism" can never be justly made against Columbia.

The most interesting thing about the Columbia commencement was the conferring of a degree on a woman—the first incident of the kind in the history of the venerable institution. The woman thus distinguished is Miss Winifred Edgerton, a graduate of Wellesley. She was already a Bachelor of Arts; now she is a Doctor of Philosophy. It is safe to predict that she leads what is destined to be a long line of women on whom degrees will hereafter be bestowed by Columbia.

MR. DEWITT J. SELIGMAN, chairman of the special committee appointed by the Board of Education to devise a plan for the introduction of technical education in the city schools, and other commissioners are still investigating the mode of instruction in private institutions, the committee are strongly in favor of adding industrial education to the system and it is likely that ere a year passes it will be introduced into some of the schools. The introduction of the workshop and tools into the college of the City of New York was for years opposed, but now that their advantages have been emphasized no trustee of the College can be found to disapprove of them. The trustees of the Gramercy Park School, where industrial pursuits are regularly taught, have generously tendered the Board of Education the free use of their workshops for the instruction of the public school children.

MISS GRACE H. DODGE gave an informal talk to the Mutual Improvement Society of the Female Grammar Teachers of the City of New York, June 21. She began by assuring the teachers that it is not the intention of the Industrial Society to add one straw's weight to the burden that the teachers have to bear; nor to advocate any movement whatever that will effect the positions or salaries of any. The society appreciates the difficulties surrounding the New York teachers and are anxious to assist them as much as possible. What it asks is their hearty co-operation in bringing about such a sentiment in favor of industrial work, as will lead to the establishment of some systematic organization that will relieve rather than increase the burden of the teachers, and at the same time accomplish what the society are working for, the thorough, three-sided education of the children.

The organization feels that the question, "Ought children to receive industrial training?" has already been answered in the affirmative by all intelligent people who have given attention to the subject. Members of the board of education have expressed strong opinions in favor of it. But the question is how can it be introduced? The society proposes to show how it can be done. They are now making preparations which they will soon be ready to announce to the public. The JOURNAL will make the announcements as soon as they are completed.

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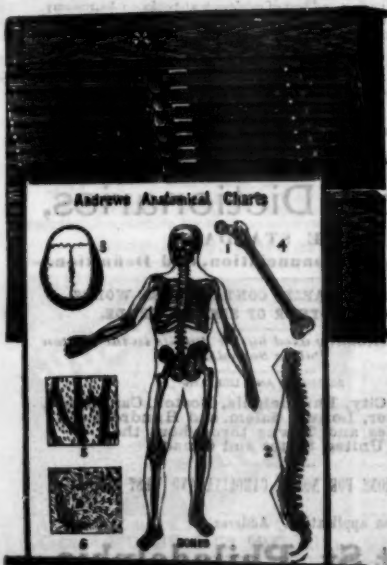
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## LETTERS

**READING SCRIPT.**—In teaching primary scholars, how long shall I continue to write sentences on the blackboard, before turning to the print in their books? M. A. T.

Three months is not too long, but where a teacher is obliged to concede to the impatience of the parents to have the children use their books, it may be done sooner. The books are more of a hindrance than a help, however, until they are well acquainted with the script form of a hundred or a hundred and fifty words.

**SCHOOL ENTERTAINMENTS.**—Do you think it pays to give exhibitions or "treats" on the last day of school? Could not the money invested in the "treat" be better employed in the purchase of educational literature, or in professional books? Would not the teacher be better qualified to teach, and the schools be the gainer thereby? J. K.

The best kind of a "treat" is, for the teacher and pupils to get up some kind of an entertainment, and let the parents treat themselves to admission tickets—the proceeds to go toward a school library or needed furniture.

**FOR THE LITTLE ONES.**—I wish that more of our educational writers would give their attention to the needs of the very little children in our public schools. They surely are as needy as any, and a teacher of young children needs constantly some fresh aid, for they give back so little, that it is exhausting work. One feels drained after four or five months' work, and little lessons on "plant life," on "form," and "color," on "story-telling," etc., are such a refreshment—"Cold water to a thirsty soul." Why can we not have more of them? E. L. ALTER.

Boston, Mass.

No one can prepare such lessons and plans so well as those who are engaged in that kind of work, and the majority of the busy workers in this field need all of their spare time for rest. But we hope soon to secure a number of contributors to this department of educational literature.

**THE USE OF FAIRY TALES.**—I would like the opinion of the JOURNAL on the use of fairy tales and mythological stories in primary teaching. It seems to me that virtue thus clothed, is especially adapted to children's minds, thinking as they do in pictures; but my attention has been called by a mother, speaking from observation, to the danger that a child's faith in religious truths may be lessened by this practice. A SUBSCRIBER.

A story, to be worth while, should appeal to a noble emotion, present a pure, healthful, and pleasing picture to the imagination, or make emphatic some important truth. There are few fairy stories that do this. The imagery is so

distorted, so untrue to nature, that it is useless, if not harmful. There is much in the old mythological tales that appeal to the emotions of sublimity, and, if rightly used, they will predispose to the reception of religious truth, showing as they do the universal tendency of man to render homage to a Supreme Being, and opening the way to the truths of revelation.

**CRITICISMS.**—You tell "A Subscriber" to read Parker and the TEACHERS' INSTITUTE? I have heeded the direction. I read educational articles. Searching for truth, is my motto; but it is difficult to find the truth, it is so often mixed with fancy. The "New Education" emphasizes many good things, but its advocates occupy too much space in pulling down "the old," and in making thoughtless statements about "the new." In clear thinking, and in the careful use of words, the new ought to produce better fruit in your columns. W. S.

Guide Rock, Neb.

To some of these charges we must plead guilty, not from any lack of desire or effort on our part to do the best that can be done, but because of the greatness of the work and the fallibility of our weak humanity. We must deny, however, that the maximum of our space is given to pulling down. If you look carefully over the JOURNAL columns, our impression is that you will find about as much matter devoted to how and what to do, as to what not to do. But now let us take you to task a little. Have you done your share of building up? When you see something that you consider wrong in the JOURNAL, do you endeavor to show what is right, or do you content yourself with general statements about inefficiency, etc.? If so, will you in future take the trouble to point out specific errors, show why they are wrong, and suggest in their place what you consider right? This is a habit which all teachers need to cultivate. It is not so important to show a pupil where he is wrong as it is to lead him into doing what is right. The world is full of mere critics; what it needs is more helpers.

**A COUNTRY SCHOOL.**—Please give us some methods on teaching a little country school, where the teacher has but little to work with but the few books of the pupils. We have no wall maps or charts, and very poor benches. I have three clumsy desks in my school-room, and not always a blackboard. Colfax, W. T.

T. E. B.

All methods founded on educational principles will apply to the training of children everywhere, but there must be such modifications in each individual case as the circumstances require. In country schools a large amount of seat work must be prepared, this calls for a great deal of originality on the part of the teacher, but that quality is one which all teachers must cultivate. Without it not one of

the means for better teaching will be effective. The latest discoveries in the art of teaching, the most approved methods have fallen under a lasting odium in some localities because of the wooden application they have frequently received, and the verdict is that the "New Education" is false, and that educational papers are impractical. So grind, grind, goes the tread-mill, wearing out the nerves of teacher and pupils. "Hold them to it," is his motto for big and little, genius and dunce, until, perchance, an animated book is ground out in the shape of a prematurely wise child with pale face and stooping shoulders. Educational papers are impractical, so is "Talks on Teaching," and every plan and device is impractical when the teacher in whose hands they are placed lacks the power of adaptation and originality in following out hints and suggestions.

The general exercises given from time to time in the JOURNAL surpass anything the majority of teachers have time to prepare. But if we would use somebody else's method or exercise, we must master it, and make it our own. The great good resulting from the study of methods, plans, and exercises prepared by some one else is to show us the need of plans and methods, to show us what others are doing, and above all to start us on the line of discovery and invention for ourselves. An original exercise, however simple and crude, is often more effective than the most elaborate one prepared by some one else. In originality there is power.

From educational papers and books on methods a vast supply of directions, hints and suggestions may be gleaned, but you must follow them out in your own way.

L. E. BOLDREY.

**A MEANS OF GROWTH.**—I must tell you that your publications, the JOURNAL and the INSTITUTE, are mighty forces. They awaken thought, they breed dissatisfaction in the minds of those who are groping along in the old period of *drill and cram*. Many teachers teach as they were taught. I was doing so before I began to read the JOURNAL. Already I had begun to feel that my work was imperfect, artificial, unnatural. I was always enthusiastic, yet I often stopped and asked, "What am I teaching?" In thought, the answer was, "Letters, sounds, words." The JOURNAL led me to see more plainly my failure. I was not satisfied; I was worried; everything seemed so blind to me, teaching seemed so difficult, that I knew intuitively I was not following the proper methods. The JOURNAL confirmed me in my belief and made me more dissatisfied. I got so that I hated to see the JOURNAL come, because the perusal of it, placing before my mind the true ideal, made me more dissatisfied with myself. That feeling of unfitness and dissatisfaction is still in me but I am determined to move on, to use every means to discover the laws of mental growth and the best means of enhancing it.

Austin, Texas.

E. L. BLACKSHEAR.

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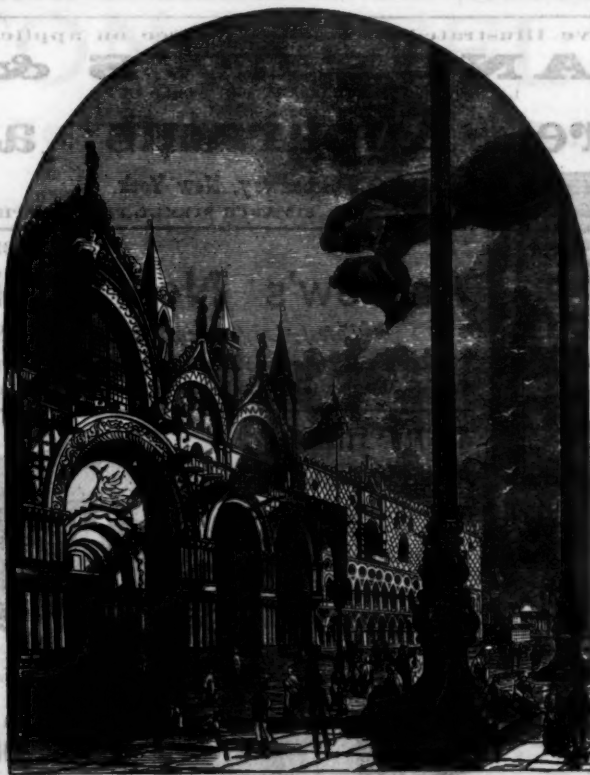
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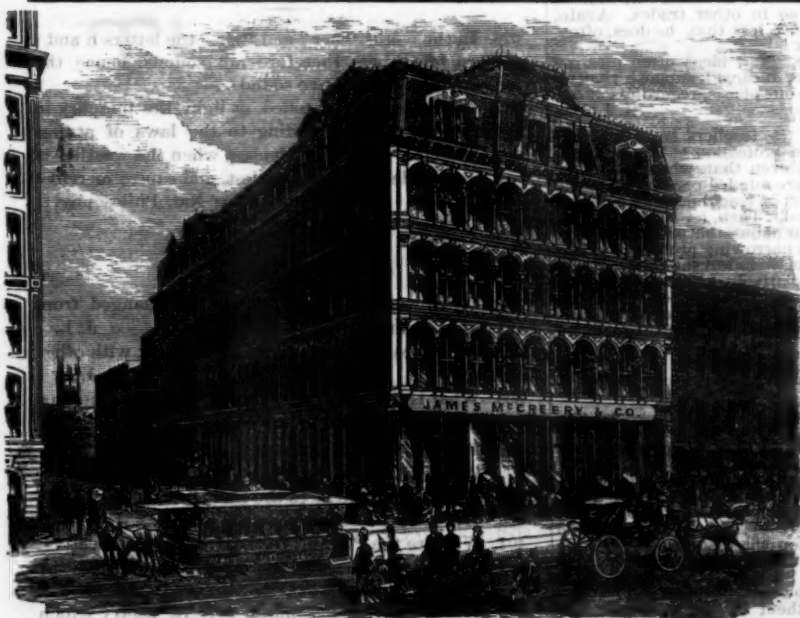
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**A NEW DEGREE.**—I am very much pleased with the article in the *SCHOOL JOURNAL* of June 5, 1886, entitled "A New Degree." I believe that it would be just the thing, provided it could be made to mean something. I am a normal school graduate, but I do not think that normal school graduates should be given that degree when they graduate. I think that they ought to be required to teach three or five years, and then take a rigid examination on pedagogics, psychology in its relation to teaching, etc. In other words, I believe that they should be made to earn it, by individual research and actual practice. Then the degree would soon come to be recognized as having a well-deserved value. Why would not the National Association be a good place to have the matter discussed and decided? It would make something worth working for, and when earned it would have the effect to keep a large class of valuable men and women in the profession, who now drop out because they are not recognized.

Cazenovia, N. Y.

A. G. BUGBEE.

**THE TEACHER'S KINGDOM.**—A three-fold kingdom is the teacher's: first, the tender body, not used to confinement, not wonted to unnatural postures, never intended by God or nature to sit on penitential seats through weary hours; second, the loving little heart, filled so full with warm affection, the slightest touch will overflow the sweet fountain, or send it back to its source, chilled or embittered; and last, the mind! like a closed bud ready to expand in symmetrical growth, eager to assimilate to itself what it distinctly recognizes as necessary and good, and refusing, with all the energy of nature, what it feels is false and unnatural.

To this kingdom comes the teacher. How? With fear and trembling as one who treads on holy ground, with a full realization of the responsibility that is his, with almost infinite patience and love? Not so; here, as elsewhere, "fools rush in where angels fear to tread." My friends, these things ought not so to be.

Too often he sets in motion the juggernauts, "order" and "discipline," under which so many helpless victims are immolated. "What?" you say, "would you have no supreme power, no law and order?" Yes, but the order of the bending grain, the thrill and beat of things growing—the law of the stars, each in its own course, but yielding to the power that, while it gives each its orbit, brings them all under one system. The earnest worker, the interpreter of nature, the warm-hearted child-lover, will never have a bad school. He taketh his kingdom by force, but it is the irresistible force of love. He cares for the body, acknowledging its needs and weaknesses. He gives the heart its daily dose of love, and reverently, as high priest in the inner sanctuary, he feeds the growing mind. He will have justice, but it will be justice tempered with mercy. A bruising to heal, not that the offended majesty of the ruler may be healed. Such punishment the just-hearted little subjects do not resent, and no war follows.

Pennellville, N. Y.

BESSIE G. HART.

**FREE TEXT-BOOKS.**—My attention has recently been called to some of the results of the free text-book law in Massachusetts—the first of which is a largely increased attendance. One evening high school which furnished free text books, was crowded to its utmost capacity, while others, that did not, realized very little increase. The object of the state in furnishing the books was to decrease illiteracy, and it seems to have accomplished this, for not only are there more pupils of school age in attendance than before, but also more of the older ones who, before, had left school and gone to work. Another material consideration is that the expense of books is really much less, on the whole, than when each furnishes his own books, for, in the first place the books are used until they are worn out, so that their full wearing value is utilized, and a new set is not needed whenever a new class takes up the study. Books are handed along from class to class, and it is found that they will wear from three to eight years, according to the grade of the class and the quality of the paper and binding. Advanced classes do not wear out their books as rapidly as do the little children. Again, the books are purchased in large quantities, direct from the publisher, without the intervention of middlemen. Enough has been proved by the workings of the system in Maine and in this state to establish the conclusion that the saving of original cash outlay is 20 per cent. of the former cost. That is a practical benefit which means much to poor people, who can ill afford to buy books, even supposing all in a town were equally poor. Of course this change transfers some of the expense upon the wealthy tax-payers, who otherwise pay for their children the same as the poor men pay for theirs, but grounds of public policy are held to justify amply the new distribution of the expense.

One objection to the plan is that much additional work is imposed upon the teachers, by making them the distributors of books to the schools, and by requiring them to have oversight of them. This is found to be a practical objection of some weight, and it is already suggested that some outside person will have to be designated by the committee as supply agent, thus relieving the teachers. Other objections, that the scholars will be careless of the books, and so will subject the towns to much needless expense, are found to have so slight a foundation that they amount practically to nothing. As a fact, the scholars do take good care of their books. The same rules are observed as regarding the books of a public library, and they are not defaced, injured, or carried away. The scholar promises to be responsible for the safe-keeping and return of the book, and if he is delinquent, the equivalent expense is placed in the parent's tax-bill.

**ON THE DEFENSIVE.**—It may be interesting to you to know that some of your subscribers are at times compelled to defend themselves against others for reading the *JOURNAL*. The following dialogue is an illustration:

"Do you read the *JOURNAL*?"  
 "Yes; why not?"  
 "Well, I don't agree with it all."  
 "Nor do I at all times."  
 "Why do you read it, then?"  
 "So that I may with fairness disagree when I must. If you do not read it how can you know that you do not agree with it?"  
 "Oh! I do read it sometimes, but I can't swallow it."  
 "Is it necessary that you should? It seems to me that sort of reading would produce mental dyspepsia. Perhaps you don't chew it well enough."  
 "Oh! drop your newspaper."  
 "Very well, but please to remember that you began the figure. Do you agree with everything else that you read?"  
 "No."  
 "Then your objection to the *JOURNAL* is invalid on that score. Have you any others?"

"None that I can think of now."  
 "The one you offer is weak at best. Contradiction is often very wholesome. The want of it has been intellectual death to many a teacher."

"But this is a one-sided affair."  
 "Not unless you choose to make it so. Read your *JOURNAL* thoughtfully, and when you fail to agree state your objections in a few pointed words and send them to the editor."

"He'd only toss them into the waste-basket."  
 "No, he wouldn't. He can't afford to do that."

"Well, I think I could tell him a thing or two."  
 "Do so, by all means, and if he does not profit by what you say you surely will. To be frank, I should think you could not do without the *JOURNAL* for the very reason that you have urged against it. If it excites your opposition it must furnish you with most excellent food for thought. Let the *JOURNAL* have the benefit of this thought and you will become its benefactor and it yours."

It may encourage you to learn that this simple dialogue led the attacking party to investigate your columns with a set purpose, and, may I add, with the usual result; he might not agree, but he could not controvert. In more than one case he was converted, and has since become a loyal adherent.

NEMO.

**METHODS.**—Many teachers think they have found the "real method," when the truth is, success is owing to the teacher and not to the method;—like most of the dramas upon our American stage, a grand success so long as the individual actor, who really created the part, plays the leading role,—but when put into other hands, without sympathy with the character, falls to naught and is soon buried in the waters of forgetfulness. Raymond created Col. Sellers, and with Raymond, Col. Sellers must die.

I have seen the very best methods given to teachers in book, pamphlet, and lecture form, and when the excitement and craze was over, they would invariably slide back into the old rut and forget that such a thing as a "Teachers' Institute" had ever existed. Again we have teachers who take to methods too kindly. They religiously learn them as a soldier does his manual. They expect machine-work to take the place of original thinking, and grind out recitation by the hour. Such teaching never calls forth individual development, and seldom gives individual training. A good method is a good thing, but the best of methods will never prove a success unless put into the hands of competent teachers.

Why should the profession of teaching be thus always burdened with these "old-fashioned," "old fogy" drones? A class that has failed in all other professions and is a leech upon ours for a mere livelihood. "Why can't we have a 'Teachers' Union'?"

An institution to protect ourselves, encourage good teaching, and put down this humdrum drollery that makes the school-room odious and the teacher hateful in the eyes of the pupil. By doing this our profession can be raised to that dignity and elevation to which it belongs.

L. C. FERRELL.

Prin. Ascension Academy, Donaldsonville.

**MORE OPINIONS ON NARROW-MINDEDNESS.**—Many teachers are so busy with school work that they have no strength to look outside. Again, the teacher's products of labor are not put in market, as are the tailor's and shoemaker's, and he is not forced by public demand to do better; he himself examines his own work; not so in other trades. Again, those for whom he works know less than he does, often, not always, of what good work is.

Selfishness prevents change. New ideas often means a change of teachers. The latter means, I suppose, that we cater to public opinion to keep our places, regardless of our convictions.

H. L. L.

Is it too much to grant that the teachers were average-minded when they entered the profession? It's a mean-minded man who won't admit even that, when the whole truth is, they were above average-minded persons, or they'd not have chosen the profession of teaching, with so much required and so little promised. Then, assuming them to be barely average-minded, what about the profession ever narrowed their views? Is it a narrowing profession? Has it narrowed the world? The answers tell the calibre of our opponents. If they answer affirmatively, arguing with them is like trying to pour a gallon into a table-spoon—a failure. Narrow eyesight makes narrow views, not narrow objects. The teacher's profession is the broadest-minded profession on earth.

C. D. HIGBY.

Townville, Pa.

**EDUCATION IN ALASKA.**—The native Alaskan deserves pre-eminently more than the Indian of the western plains; for the Alaskan is trusty and trustworthy: his promises and contracts are faithfully kept and fulfilled. He may, by means of education (and is eager for it), be civilized and rendered self-sustaining in civilization and a good citizen, for the Alaskan is thrifty, frugal, industrious, and honest, and not indolent in habit. By means of education the Alaskan will be made to develop the vast resources of his country, so that its valuable timber, fish, gold, etc., may and will find a ready market.

But someone may ask, "Who shall educate them?" The government should educate them in the rudiments of learning and the arts, to that point where civilization begins, and their native acquisitiveness will spur them on to enlightenment. The government having made the purchase (a not unwise one, for the revenue from the Alaskan Fur Company alone has already paid about one-half of the purchase money back to United States), has, therefore, a right to and ought to educate, in order that a trouble similar to that of the western Indian (governmental support, &c.) may be avoided, that they may become civilized, that they may become citizens (for which they are much better adapted than the average foreigner to be seen in Castle Garden. When dressed in American costume they look more intelligent than the average foreigner as one can testify who has seen them), that the resources of the territory may become developed, and such we deem is the imperative duty of our noble government as well as its Christian privilege because of this being a territory under its control.

Corisca, Pa.

S. A. SAXMAN.

**THE CAUSE OF CRIME.**—In a recent number of the *JOURNAL* there is a short paragraph calling for action in view of the abnormal increase in the percentage of criminals in Massachusetts from 1850 to 1880. In the south this increase is attributed by the opponents of popular education to the fact that in Massachusetts "education of every kind, public

and private, has been longer established and is more munificently endowed and more thoroughly administered than in any other state in the Union;" and we are warned that if we educate the negro we shall furnish him with a club to break our own heads. It is a momentous question with us, involving nothing less than the weal or woe of our posterity, and we need light. Is this condition of things in that state to be charged, contrary to the testimony of history and experience, to the superior advantages offered its youth in educational facilities, or is there a different explanation?

Albertson, N. C.

B. F. GRADY.

The cause of the increase of crime in Massachusetts is proven by statistics to be the continual incoming tide of ignorant foreigners. Not only this state but many states in the Union are in a position bordering on peril from the same cause. Very few, indeed, are the American voters who can neither read nor write, or whose ideas are not strongly in favor of law and order. But they are being outnumbered at the poles by outcasts from the slums of the Old World,—people who were so troublesome at home that their respective countries willingly paid their passage over here to get rid of them. Here they are greeted with open arms by the ward politician, who procures their papers without delay that he may have their votes.

The effort to assimilate this rabble, and to educate them into tolerable citizenship is taxing the resources of the north and west to their utmost. The burden is greater, if anything, than that of the south in her colored population, for these came to us imbued with the spirit of riot and crime, and, worst of all, of united resistance to law, and with an aversion to schools. The colored people have not yet imbibed these dangerous ideas of union, and are eager for education.

A little study of facts, especially of criminal statistics, will soon convince a sane person that only by educating our illiterate population shall we and our posterity continue to dwell safely in the land, for it is the ignorant everywhere that resort to crime and clubs, education lifts them from the plain of brute force to the light of reason.

**HISTORY.**—At what age should pupils commence the study of United States History? Do you think Thomas Wentworth Higginson's *Young Folks' History* is adapted to young pupils of average ability?

A TEACHER.

The beginning of history is its stories;—these the very youngest pupil is able to enjoy if they are made simple. As soon as pupils can write simple sentences they can begin to reproduce these stories. The history that contains the greatest number of reliable stories is the best.

## ANSWERS.

376. In the words "her" and "sir," the letters h and i are mere breathings, therefore not sounds, hence the words are composed of two sounds.

377. When the air is rarefied, or light, the mercury in the barometer falls, according to the laws of atmospheric pressure. The air is densest when the weather is clear, and the dense air is heaviest, and causes mercury to rise.  
 Quackenbos' Nat. Philosophy.

## QUESTIONS.

394. When was the capital of Dakota changed from Yankton to Bismark? J. L.

395. How does the area of Michigan rank with other states? J. L.

396. What is the correct way to spell and pronounce the name of the Hindoo Bible? O. N.

397. Where is the largest furnace in the U. S.? J. M. S.

398. Where is Montserrat? J. M. S.

399. Which state produces the most flax? J. M. S.

400. Where is the Strait of Polk? J. M. S.

401. Why are the Present Indicative, Past Indicative, and Perfect Participle called principal parts of the verb? J. M. S.

402. What are amicable numbers? In poetry which are standard works? J. M. S.

403. At what period was the Pope declared supreme head of the Catholic church; at what council was this confirmed? H. M. P.

404. At what date was the East India Company organized; and give date of first English settlement in India? H. M. P.

405. When was the English Bible Society organized? the American Bible Society? the first English Foreign Missionary Society? also American Foreign Missionary Society? H. M. P.

406. What is the date of Mahomet's hegira? H. M. P.

407. When was alcohol first discovered by separate distillation? H. M. P.

408. Can a participle have the construction of a preposition? J. W.

409. When was the capital of Louisiana changed from New Orleans to Baton Rouge? J. L.



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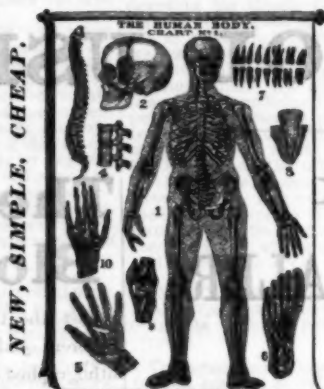
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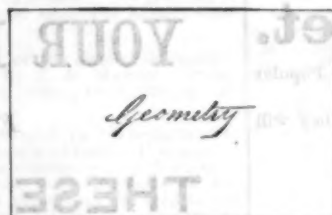
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## BOOK DEPARTMENT.

## NEW BOOKS.

**STUDIES IN GENERAL HISTORY.** By Mary D. Sheldon. Teachers' Manual. Boston: D. C. Heath & Co. 167 pp.

This book is a sequel, designed for the use of the teacher, as a companion to the author's former book on the same subject. It is filled with hints, outlines, references, and short discussions. The author's former book showed that she knows the true method of historical teaching, more thoroughly than any teacher who has written on this subject in this country. She recognizes and follows the true Pestalozzian method.

Before a pupil can name his work "study," he must have found out some results for himself, by exercising his own powers on the "raw material." "He must look, and look again, like Agassiz's famous pupil at the fish, until he sees the essential spirit or character, displayed within words, and deeds, and figures." Thus he becomes a genuine student. In this spirit Miss Sheldon's books are written. The advantages of this method are, saving the tedium of the tread-mill, and bringing the student day by day into living sympathy with thoughts, events, and feelings. All that was said in commendation of the former book, we repeat in reference to this. Teachers who thoroughly understand and faithfully follow this book, will produce far better results than is possible under the tread-mill method of olden times.

**SELECTIONS FROM LATIN AUTHORS FOR SIGHT READING.** By E. T. Tomlinson. Boston: Ginn & Co. 237 pp. \$1.10.

Sight-reading is no longer a disputed point with the best Latin teachers. The time was, and not long since, when much of what the student did hindered his intellectual life. To memorize the Latin grammar was his first work, but it is now universally admitted that there is a great difference between memorizing the grammar and knowing the grammar. Teachers of the classics are agreed that sight-reading is among the best means of leading the pupils into the language.

This book is compiled for the purpose of assisting students in obtaining a practical knowledge of good Latin, and solid blocks of it are set out from the works of the masters. It contains selections from Caesar's Civil War, the Latin New Testament, Quintus Curtius Rufus, Cicero's Letters, Virgil's *Æneid*, Books IX. and XII., besides one hundred and twenty-five short extracts from various authors. In addition to this, there are very valuable directions for sight-reading. These are essential to the student in using this book. A glance shows that the selections are well made and graded, and of reasonable length. The publishers have done their part well, and the book should meet with a hearty reception.

**GUY MANNERING.** By Sir Walter Scott. Edited with notes for schools. With a historical introduction by Charlotte M. Yonge. Boston: Ginn & Co.

Another valuable addition to the series of Classics for Children is here presented. Ever since its first appearance, over seventy years ago, this great novel has delighted both young and old. Its value is here increased by the addition of annotations and a historical preface. The customs, manners and language of the period and place in which it was written are so different from those of our own time that some explanation is necessary to a full enjoyment of the story. This is given in foot-notes; and a slight connection with some historical incidents of the reigns of the second and third Georges, make the Historical Preface, by Charlotte Yonge, an additional illumination.

**BARNES' ELEMENTARY GEOGRAPHY, and BARNES' COMPLETE GEOGRAPHY.** By James Montieith. New York and Chicago: A. S. Barnes & Co.

Nowhere else is the progress of the educational reformation so manifest as in the pages of the text books prepared for the wants of the best schools of to-day. One opens the elementary book of this series expecting to see the old familiar "What is geography?" but it isn't there. He sees instead a fine landscape picture showing mountains, valleys, the course and the source of a river, farm-houses and highways, and under it a story! A story about a walk which a teacher took with her class, and what they talked about on the way. Foot-notes show the teacher how to proceed with her own pupils so as to make this study not only lively and interesting, but what every study should be—a means of developing the reasoning powers of each individual child.

To mention each of the excellent features of the book would require more space than can here be allowed, some of the more important are large clear type, and artistic engravings illustrating important physical features, and distribution of animal and vegetable life and leading industries; directions for written exercises and reviews embracing the ground gone over; very simple outline maps, beginning with the school-grounds followed by those of "our country," "our grand division," "our continent," "our hemisphere," and "our world;" regular maps showing standard time, height of land and depth of water, comparative latitude and areas, accompanied by small maps showing location of products, etc.; other small maps for map-drawing, and superb relief maps.

The Complete Geography begins with the earth as a whole, and before taking up the special study of the grand divisions and their sub-divisions, treats the form, size, and motions of the earth, directions, positions, measurements, and the constructions of globes and maps. The method of treatment is observational and deductive, the charts and diagrams being so arranged as to convey the necessary information almost without the aid of the text.

Among the other features of the book deserving of special mention are beautifully illuminated pictures of the hemispheres, which represent the earth as in a painting or on a relief globe; colored portraits of the races showing their features, complexion, and characteristic costumes; transcontinental views of the face of the countries, magnificent panoramas of the continents from ocean to ocean which "children of a larger growth" may gaze upon with delight; a large amount of general information, historical, scientific, etc., furnished in foot-notes; models for written exercises, and directions for map-drawing. A commercial map of the world shows the exports, steamer routes, sailing routes, railroads, caravan routes, submarine telegraph cables and ocean currents, and a record of recent events and discoveries.

Taken altogether these books are masterpieces of science and art.

**THE SYNTHETIC PHILOSOPHY OF EXPRESSION, as applied to the Arts of Reading, Oratory, and Personification.** By Moses True Brown, M. A. Boston and New York: Houghton, Mifflin, & Co.

When Darwin was making his world-renowned voyage in the Beagle, he gathered, incidentally, a fund of observations upon the expression of emotions in man and animals which led to the publication of his great work upon that subject. Meanwhile Paolo Mantegazza, the Florentine scientist had been ransacking the languages of all the races of the globe in search of some philosophy of expression—just what Darwin had discovered incidentally. Fitting his own observations to the grand deductions of Darwin he brought out his celebrated "*La Physiologie et l'Expression des Sentiments*." Another pioneer, Delasarte, had been devoting his strong intellect and great psychological insight to solving the problems of human expression. While yet at work he was called away, leaving many valuable fragments showing how the philosophy of expression might be practically and successfully taught but no systematic arrangement. The completion of the work in this great branch of knowledge therefore was to build the bridge between the elaborate philosophies of Darwin and Mantegazza on the one hand and the fragmentary applications of the art to the wants of the reader, actor, or orator begun by Delasarte, on the other. This work has now been done by the tireless student of the Art of Expression—Mr. Moses True Brown. Beginning with the first principles he proceeds to the agents of expression, the laws of gesture, the human form in its fitness for expression; the gestures of the hand and arm and face; and lastly the human voice and articulate speech.

**MURRAY'S ESSENTIAL LESSONS IN ENGLISH COMPOSITION, ANALYSIS, AND GRAMMAR.** By J. E. Murray. Philadelphia: John E. Potter & Co. 12mo, cloth, 286 pp. 75 cents.

The principle of "learning to do by doing" is being applied in book-making as well as in the school-room. It is applied in this book. The first lesson contains—no definitions—but exercises in writing names, and directions to the teacher as to the best mode of presenting the subject and conducting the exercise. Lesson III. contains an exercise in writing abbreviations—object, to teach one use of the capital and period. Very gradually, one at a time, the structure of the language is thus investigated, and abundant exercises furnished for fixing its correct use. In all cases, wherever possible, subjects are introduced in such a way as to exercise the child's faculty of comparison and lead him to draw correct conclusions for himself. Each subject is followed by a large amount of review work.

The publishers have spared no pains in the make-up of this book; the type is large and clear, the paper good, the arrangement displays much careful judgement, and the binding is a work of art.

**BOYDEN'S READER. Supplementary to First and Second Readers.** By Helen W. Boyden. Chicago: Geo. Sherwood & Co.

The demand for supplementary reading for the lowest primary grades is constantly increasing. The continued repetition of new words is necessary to fix them so firmly that they can be readily recognized. When each new lesson involves the learning of half a dozen new words, reading becomes a task instead of a pleasure. This is the case when the usual Reader is followed; some teachers prepare extra reading containing the words learned, in order to give sufficient practice upon them. But this is laborious, and, in view of the much needed energy expended, really poor economy in the long run, when supplementary reading is obtainable at a low cost, and in such attractive forms as this book. Besides the reading exercises, made up of words taken from several popular First Readers, there are very attractive drawings, which may be easily placed upon the blackboard and used as models for the drawing exercises, or for "busy-work" and lessons in script which the children may copy.

The book is one that primary teachers will find exceedingly helpful.

**LIFE OF HENRY WADSWORTH LONGFELLOW.** With Extracts from His Journals and Correspondence. Edited by Samuel Longfellow. Two Vols. Boston: Ticknor & Co.

Men live two lives—or try to live them: A life of action, work, necessity; and another inward life in which we dream and hope and aspire to something better and truer than the hard facts of everyday existence. To this thoughtful and ideal side of our natures, the poet Longfellow appealed with a power and persuasiveness greater than any other poet of his time. More than any other, he has come into a close and vital sympathy with our latest hearts and drawn all humanity to look upon him as a friend.

In the biography of such a man, one does not expect to find a record of heroic actions or doughty adventures; in reading this two-volume account of a quiet life one must remember—as the editor urges in his preface—that Longfellow was pre-eminently a man of letters, and consequently occurrences that to other men might seem of minor importance, were to him notable events. The publishing of a book, the beginning of a new poem, the completion of a translation,—these were his campaigns, his battles, his victories.

But it was not as a literary achievement chiefly that he valued a book or a poem; it was a voice from his loving, gentle heart to the world of fellow-beings about him. Although severely conscientious in his art, he held even that subservient to the great purposes of life. He sang not only because he loved to sing, but because he knew his melody could bring cheer and consolation to others. This is the secret of his power. The simplicity and purity both of his genius and his personal character enabled him, while he dwelt in intimacy with his fellow-men, yet to enjoy a higher life in which he could invite them to find a familiar home. And here to the humblest soul the doors were ever open.

Considering how uneventful, objectively speaking, must be the life of a student and man of letters, one yet looks to the book before us with a high degree of interest and expectation and one is nowhere disappointed: From page to page is opened to the reader, a character and career growing continually stronger, deeper, and more admirable.

The first volume takes us as far as his third visit to Europe in 1842, and tells about the publication of "Hyperion," and "Voices of the Night," introducing several letters and extracts from his journal. Among the illustrations in this volume are two portraits of Longfellow in 1840 and 1852; fac-similes of pen and pencil sketches drawn by the poet, and of the first draft of the "Psalm of Life," and of "Excelsior."

The second volume begins with his marriage to Miss Appleton; and thence to his death, is composed mainly of

his letters and journal, and letters from many of his friends. During this period his powers and his fame were at their ripest, and the narrative reaches its greatest attractiveness by reason of the contemporaneous interest in men and events. Sumner, Dickens, Hawthorne, Emerson, Poe—what visions of power and beauty rise at the sound of these names! And to read what they had to say to Longfellow, and what he said to them and thought about them, is one of the charms of the book.

There is thorough satisfaction as we come to learn what manner of man he was, at finding all our pleasant impressions confirmed by nearer acquaintance. This familiarity with the poet's daily life, so far from breeding contempt, leads us to a higher and more lasting respect.

The illustrations of this volume include three portraits and fac-similes from the lines, "To the Avon," and the last verse ever written by the poet. Had he known these were to be his last lines, he could hardly have chosen a more fitting close:

"Out of the shadow of night  
The world moves into light,  
It is daybreak everywhere!"

**APPLETON'S STANDARD ARITHMETICS.** New York, Boston, and Chicago: D. Appleton & Co., *Numbers Illustrated and Applied in Language, Drawing, and Reading Lessons.* An Arithmetic for Primary Schools. *Numbers Applied.* A Complete Arithmetic for Intermediate and Grammar Schools. By Andrew J. Rice and E. C. Davis.

The subject of numbers is one admitting of a great variety of exercises adapted to the cultivation of the most important faculties. We have passed the point when we looked upon it simply as a bread-and-butter branch, to be studied for the sake of knowing how to figure. Teachers are beginning to study the possibilities of number. Previous to this we have had no text-book that gave more than a hint as to what they are. Here is one that gives a systematic collection of exercises upon numbers and their applications that is really wonderful in its fertility.

The basis of the exercises is pictures, designed to excite thought and cultivate expression, but all bearing directly upon numbers and their combinations. One set of illustrations is labeled "The Conversation."

Here is a specimen: Five little people seated at a very small table; five tiny cups and saucers into which the little hostess is pouring tea. The text calls for "a story about this tea-party." How many children are talking? How many listening? How many cups and saucers? How many blocks on the floor? If each child takes a block, how many will be taken? How many left? An other set of illustrations, entitled "What Can you Tell?" is designed to call the imagination into play, to lead to independent expression of ideas gained from the pictures. The character of these suggest the combinations of number required by the progressive study of each in its proper order. Besides these illustrations are pictures of slates, or diagrams, showing the various combinations and suggesting much profitable "busy-work." Directions for a systematic set of exercises accompany each set of illustrations.

Farther on, small illustrations supply ellipses in the text. These are arranged so as to give exercise in recognizing and combining groups. Gradually dots take the place of figures, then straight marks, and lastly, figures. Thus we have the gradual transition from the purely concrete to the purely abstract. All the necessary work of the intervening steps so nicely graded, and so abundantly supplied with exercises, or the suggestions for them, that the teacher is not left without a guide in an unknown region.

One would suppose that the ground covered by the "complete arithmetic" having been gone over so many times, no opportunity would be left for such "pioneer" work as is done in the first volume; but here again we are made to realize how much of our work is yet mere words. Objective presentation of new subjects is continued—accomplished by means of illustrations admirably calculated to express precisely the ideas to be gained. The book is also adapted to meet the needs of pupils who leave school at an early age. This is done by making the more useful business applications of elementary principles as soon as those principles are learned; by introducing familiar measures before reduction; federal money before decimals; practical measurements before mensuration; etc. No essential arithmetical subject is omitted, and each one is accompanied by such a number and variety of exercises and problems, that a supplementary book of exercises will be unnecessary.

Both of these books will supply an urgent demand, and, if followed intelligently, will create almost a revolution in number work.

## LITERARY NOTES.

Messrs. Macmillan & Co. are continuing their admirable series of Globe Readings from standard authors by issuing a fifty-cent edition of Mr. Palgrave's delightful "Golden Treasury of English Songs and Lyrics." In the well-known science class books of the same firm, new and revised editions have recently appeared of some of the most popular text-books. Among them are Sir Henry Roscoe's "Lessons on Elementary Chemistry;" Professor Archibald Geikie's "Physical Geography;" Sylvanus Thompson's "Lessons on Electricity and Magnetism," which, by the way, has reached its twenty-third thousand; and Prof. Huxley's "Elementary Physiology," revised by Dr. Foster.

D. C. Heath & Co. have just published a new edition of "Common Minerals and Rocks," by W. O. Crosby, assistant professor of mineralogy and lithology, Massachusetts Institute of Technology. It is illustrated by forty figures, which add very materially to the clearness and value of the text.

"Heading as a Fine Art," by Ernest Legouve, of the *Académie Française*, translated from the ninth edition by Abby Langdon. It makes a strong claim as to the value of reading aloud, for to strengthen the voice is to strengthen the whole system and develop vocal power. It is published by the National School of Elocution and Oratory, Philadelphia, Pa.

No songs are more popular with old and young, with sisters and cousins, as well as college students, than college songs. The latest of these are contained in "College Songs," issued by Ditson & Co. It has appeared in a revised edition, just in time to contribute its "jolly jingle and go" to the pleasures of vacation time.

The latest issues of Harper's Handy Series are J. S. Winter's "Army Society," Mrs. Fred's "The Head Station," Mrs. Craik's "King Arthur," and Dr. Ely's "French and German Socialism."

Crowell & Co. have just brought out the great book of Nikolai G. Tchernaudavsky, entitled "A Vital Question: or, What is to be Done." This book is secretly circulated in Russia, and the topics discussed—The Labor Question, the Social Condition of the Masses, and the Elevation of Womanhood—have become "A Vital Question," not only in Russia, but throughout the world.

The National School of Oratory, in Philadelphia, have recently published another book which has caught the public favor. It is entitled "Choice Humor," and contains selections for reading and recitation in public and private.



J. C. McClurg & Co., of Chicago, will bring out in the autumn, a companion volume, by George Upton, to his "Standard Operas," devoted to the oratorios, sacred and secular, cantatas, masses, and the like.

Two members of the Harvard class of the present year are represented in the June number of *Through the Year with the Poets*, by original contributions: Mr. Charles Mizer Thompson and Mr. Alanson Bigelow Houghton.

G. P. Putnam's Sons announce that they propose to follow the publication of Lodge's edition of Hamilton's Works, which they expect to complete by mid-summer, with the issue of a new and complete edition of the works of Benjamin Franklin. The set is to be edited by the Hon. John Bigelow.

#### ANNOUNCEMENTS.

Among the latest issues by Messrs. Ticknor & Co., are "A Moonlight Boy," by E. W. Howe; and new editions of "The Story of a Country Town," "The Mystery of the Locks," and "Romance and Revery," the last a volume of poems, by Edgar Fawcett.

"Earthquakes and other Earth Movements," by Prof. John Milne, of the Imperial College of Engineering, Tokio, will be the subject of the next volume of the International Scientific Series.

John E. Potter & Co. have in press "Advanced Lessons in English Composition, Analysis, and Grammar," by J. E. Murray. This is a companion volume to Murray's "Essential Lessons."

D. Lothrop & Co. have in preparation a volume by Mrs. M. B. Crownshield, entitled "Among the Lighthouses," detailing the experiences of an inspector with two boys among the lighthouses on the Maine coast.

G. P. Putnam's Sons have in press, "Reminiscences of the Philibuster War in Nicaragua," by General C. W. Doubleday. Gen. Doubleday took part, as a young man, in Walker's campaign. They will also publish shortly, "A Life in Song," a volume of poems by George Lansing Raymond; and "American Railroads: Considered from the Point of View of Investors," by John Swann.

Porter & Coates will publish about July 1, "Joe Wraying at Home; or, The Story of a Fly-Rod," by Harry Castleton; "Helping Himself: or, Grant Thornton's Ambition," by Horatio Alger, Jr.; "Footprints in the Forest," by Edward S. Ellis; "Ways and Means," by Margaret Vandegriff; and "Holidays at the Grange; or, A Week's Delight," by Emily Mayer Higgins.

#### MAGAZINES.

The *Chautauquan* for July has a lively sketch of "Congressional Oratory—Then and Now," by Major Poore. That the romance is fast disappearing from cattle ranches is shown in Ernest Ingersoll's article. There is a paper on "Women in Journalism," by Frances E. Willard; and the condition and progress of the colored race are illustrated in an article by Mr. Edgar J. Gibson. This number also gives outlines of the exercises for twenty-eight different Assemblies—The July number of *Harper's Magazine* opens with Mr. Warner's serial, "Their Pilgrimage." "She Stoops to Conquer," with the exception of the epilogue, is concluded; and the "glorious Fourth" is commemorated in Mr. Ballard Smith's paper, "The Gunpowder for Bunker Hill." The frontispiece is a new portrait of Nathaniel Hawthorne. Dr. Richard T. Ely's series of "Social studies" is begun; and E. P. Roe contributes "The Home Acre." Mr. George William Curtis, in the *Easy Chair*, Mr. Howell, in the *Study*, and Mr. Warner, in the *Drafter*, complete an interesting number—The most timely article in the July

*Atlantic* is the Autocrat's description of his first visit to Europe more than fifty years ago. Philip Gilbert Hamerton gives the first paper of "French and English." George Frederic Parsons' sensible paper on "The Labor Question" is a reasonable contribution. John Fiske has another article relating to the time of confusion succeeding the Revolutionary War. There are some excellent literary articles, the most noticeable being Miss Preston's admirable paper on "Ovid."—The July number of the *Magazine of Art* contains an admirable paper on "Art in Greece." "Current Art" shows both in its text and in its illustrations the great change in art. There is a full-page picture of "Doves," from the painting by Alfred Seifert. An article on "Some East Indian Wood Carving," has illustrations of wonderful capitals and lattices.—*Christian Thought* for May-June, edited by Dr. Charles F. Deems, is full of articles that command attention. The "Fourteenth and Nineteenth Centuries Compared" is especially interesting.

#### CATALOGUES AND PAMPHLETS RECEIVED.

Announcements and Catalogues of Ginn & Co. for 1886.

Fifty-Seventh Annual Report of the Board of Commissioners of Public Schools of Baltimore, for 1885. Henry A. Wise, Superintendent.

Tenth Annual Catalogue of the Officers and Students of Gordon Institute, at Barnesville, Ga., 1883-84. Charles E. Lambdin, A. M., President.

Annual Report of the School Committee of Pautucket, R. I., for 1885. Alvin F. Pease, Superintendent.

That tired feeling disappears, and you feel active and strong after taking Hood's Sarsaparilla.

## SUMMER SCHOOL OF ORATORY.

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#### ELOCUTION.

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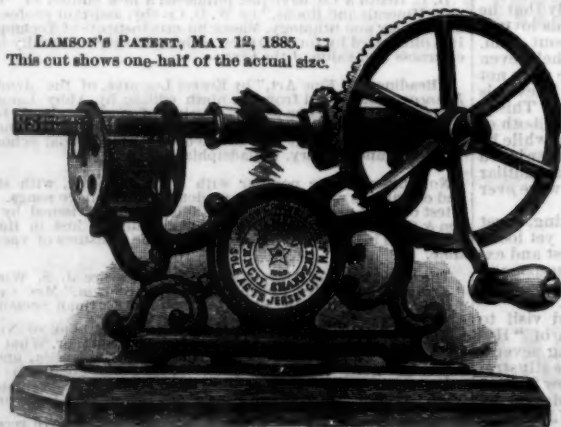
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German, French and Spanish from July 12th to August 7th. One month's daily instruction. Conversation at the table in German and French. Lectures in German and French. Talks during the daily walks and during the excursions offer an excellent practice to the learner of the modern languages. The progress of our former students has been very marked. For program, address

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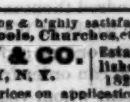
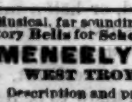
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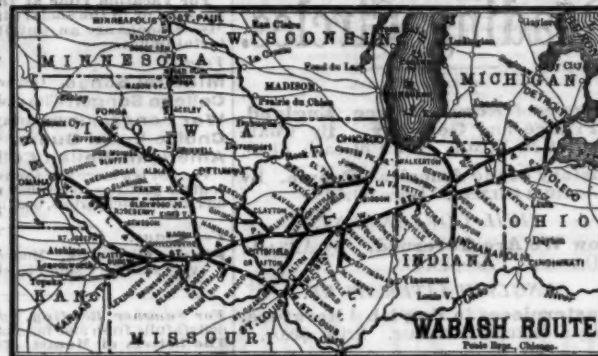
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Messrs. Brockway & Milan's advt. in another column is worthy of a careful perusal, especially to teachers visiting or having business in Chicago. Their Restaurant is one of the most noted in the city for cleanliness, good cooking, and with all reasonable prices. A visit will convince you.

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Many a foreigner has made name and fame in this country. What would Columbus have amounted to if it hadn't been for America?

A poet says: I listen for the coming of his feet. We suspect the girl's father doesn't tackle to him kindly.

We've just counted up that we have saved several hundred dollars by smoking the pipe instead of cigars; but where is it?

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Office, No. 110 Broadway. Sixty-fifth Semi-Annual Statement, January, 1884.

CASH CAPITAL	\$3,000,000.00
Reserve Premium Fund	\$,011,837.00
Reserve for Unpaid Losses and Claims	\$,278,443.00
Net Surplus	\$,257,986.10
CASH ASSETS	\$7,814,110.78

**SUMMARY OF ASSETS.**

Cash in banks	\$245,795.80
Bonds & Mortgages, being 1st lien on N.Y. City	\$27,050.00
United States Stocks (market value)	\$,470,393.00
Bank & S. S. Stocks & Bonds (market value)	\$,245,000.00
State & City Bonds (market value)	\$23,000.00
Loans on Stocks, payable on demand	\$22,800.00
Interest due on 1st January, 1884	\$7,084.04
Profits uncollected & in hands of agents	\$,420.80
Real Estate	\$,273,082.77
<b>TOTAL</b>	\$7,814,110.78

T. B. OSKERE, Chas. J. MARTIN, Pres.  
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